

DOCUMENT RESUME

ED 129 003

EC 091 209

TITLE Competency Based Teacher Education and Evaluation. A Selective Bibliography. Exceptional Child Bibliography Series No. 630.

INSTITUTION Council for Exceptional Children, Reston, Va. Information Services and Publications.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 76

NOTE 24p.; For related document, see ED 104 061

AVAILABLE FROM CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.

DESCRIPTORS *Abstracts; *Annotated Bibliographies; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research; *Performance Based Teacher Education; *Teacher Evaluation; Teaching Skills

ABSTRACT

The annotated bibliography on Competency Based Teacher Education and Evaluation contains approximately 85 abstracts and associated indexing information for documents or journal articles published from 1955 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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ED129003



Competency Based Teacher Education and Evaluation

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 630

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Abstract

ABSTRACT 88

EC 080056

ED N. A.
Sp.

Publ. Date Oct 75

Wolf, Lucille C.

Whitehead Paul C.

The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation; V13 N5 P3-7 Oct 1975

Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;

A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)

(abstract material deleted here for sample)

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ERIC accession number
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Descriptors and Identifier
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ABSTRACT 34

EC 080034

Publ. Date 75

Brown, Jerome D., Ed.

Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Iowa State Dept. of Public Instruction, Des Moines.

EDRS mf/hc

ED 112 610
172p.

Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;

Identifier: Iowa*;

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (L*)

Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is representative of journals currently received.

- *Academic Therapy, 1539 Fourth Street, San Rafael, California 94901
- ACTA Symbolica, University of Akron, Akron, Ohio 44304
- Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577
- *American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016
- **American Education, 400 Maryland Avenue SW, Washington DC 20202
- American Educational Research Journal, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015
- American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011
- **American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610
- *American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210
- **American Journal of Nursing, 10 Columbus Circle, New York, New York 10019
- **American Journal of Occupational Therapy, 6006 Executive Boulevard, Suite 200, Rockville, Maryland 20852
- *American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019
- **Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036
- ASHA, 9030 Old Georgetown Road, Washington DC 20014
- Audicibel, 24261 Grand River Avenue, Detroit, Michigan 48219
- Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403
- Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036
- Australian Children Limited, Box 91, Brighton 5048, South Australia
- *Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia
- **AVISO, Newark State College, Union, New Jersey 07083
- **Behavior Therapy, 111 Fifth Avenue, New York, New York 10003
- Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland
- British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England
- British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England
- Bulletin of the Orton Society, 8415 Bel-lona Lane, Suite 204, Towson, Maryland 20402
- Bulletin of Prosthetics Research, US Govern-ment Printing Office, Washington DC 20402
- *Bureau's Memorandum, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin, 345 Campus Towers, Ed-monton, Alberta, Canada
- Canada's Mental Health, Information Cana-da, Ottawa K1A 0S9, Canada
- CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025
- Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637
- **Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare, 67 Irving Place, New York, New York 10003
- Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today, US Government Printing Office, Washington DC 20402
- Children's House, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631
- Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education, 2852 Broad-way, New York, New York 10025
- Deaf American, 5125 Radnor Road, Indian-apolis, Indiana 46226
- Deficiency Mentale/Mental Retardation, York University, 4700 Keele Street, Downs-view, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology, Spastic International Medical Publica-tions, 20-22 Mortimer Street, London W1N 7RD, England
- Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333
- DSH Abstracts, Gallaudet College, Washing-ton, DC 20002
- Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- *Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091
- Education Digest, PO Box 623, 416 Long-shore Drive, Ann Arbor, Michigan 48107
- *Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership, 1201 16th Street NW, Washington DC 20036
- Educational Researcher, 1126 16th Street NW, Washington DC 20036
- Educational Technology, 140 Sylvan Ave-nue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal, 5801 Ellis Ave-nue, Chicago, Illinois 60637
- English Journal, 1111 Kenyon Road, Ur-bana, Illinois 61801
- *Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
- *Exceptional Parent, 264 Beacon Street, Bos-ton, Massachusetts 02116
- Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222
- *Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236
- Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138
- Hearing, 105 Gower Street, London WC1E 6AH, England
- *Hearing & Speech Action, 814 Thayer Ave-nue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior, PO Box 2810, Boulder, Colorado 80302
- Humanist, 923 Kensington Ave., Buffalo, New York 14213
- Illinois Schools Journal, 6800 South Stew-art Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306
- Instructor, PO Box 6095, Duluth, Minne-sota 55806
- Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland
- International Rehabilitation Review, 219 East 44th Street, New York, New York 10017
- Involvement, PO Box 460, Oak Ridge, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

- Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813
- Journal of Abnormal Child Psychology**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044
- Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005
- Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115
- Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523
- Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105
- Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014
- Journal of Community Health, Human Sciences Press**, 72 Fifth Avenue, New York, New York 10014
- Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo, New York 14222
- Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182
- Journal of Education**, Department of Education, Halifax, Nova Scotia
- Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701
- Journal of General Education**, 215 Wagner Building, University Park, Pennsylvania 16802
- Journal of Learning Disabilities**, 5 North Wabash Avenue, Chicago, Illinois 60602
- Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414
- Journal of Mental Deficiency Research**, 86 Newman Street, London W1P 4 AR, England
- Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044
- Journal of Negro Education**, Howard University, Washington DC 20001
- Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201
- Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141
- Journal of Personality Assessment**, 1070 East Angeleno Avenue, Burbank, California 91501
- Journal of Reading**, 6 Tyre Avenue, Newark, Delaware 19711
- Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005
- Journal of Rehabilitation of the Deaf**, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Journal of School Health**, American School Health Association, Kent, Ohio 44240
- Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880
- Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10103
- Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014
- Journal of Speech & Hearing Research**, 9030 Old Georgetown Road, Washington DC 20014
- Journal of Teacher Education**, One Dupont Circle, Washington DC 20036
- Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014
- Lantern Perkins School for the Blind**, Watertown, Massachusetts 02172
- Learning**, 530 University Avenue, Palo Alto, California 94301
- Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091
- Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015
- Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202
- Momentum**, 350, One Dupont Circle, Washington DC 20036
- Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091
- NASSP Bulletin**, 1904 Association Drive, Reston, Virginia 22091
- National Elementary Principal**, 1801 North Moore Street, Arlington, Virginia 22209
- The New Beacon**, 224 Great Portland Street, London W1N/AA, England
- New Outlook for the Blind**, 15 West 16th Street, New York, New York 10011
- Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556
- Nursing Outlook**, 10 Columbus Circle, New York, New York 10019
- Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602
- Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembroke Square, London W2 4EP, England
- Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203
- Pediatrics**, PO Box 1034 Evanston, Illinois 60204
- Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009
- Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401
- Physical Therapy**, 1156 15th Street NW, Washington DC 22005
- Pointer**, PO Box 131, University Station, Syracuse, New York 13210
- Psychology in the Schools**, 4 Conan Square, Brandon, Vermont 05733
- Psychology Today**, PO Box 2990, Boulder, Colorado 80302
- Quarterly Journal of Speech**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711
- Reading Teacher**, 6 Tyre Avenue, Newark, Delaware 19711
- Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada
- Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108
- Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612
- Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115
- Remedial Education**, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia
- Review of Educational Research**, 1126 16th Street NW, Washington, DC 20036
- Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden
- Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20857
- School Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251
- Sight Saving Review**, 79 Madison Avenue, New York, New York 10016
- Sign Language Studies**, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901
- Slow Learning Child**, St. Lucia, Brisbane 4067, Australia
- Social Work**, 49 Sheridan Avenue, Albany, New York 12210
- Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401
- Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419
- Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England
- Special Education in Canada**, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada
- Speech Monographs**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830
- Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England
- Teacher of the Deaf**, 50 Topsham Road Exeter EX2 4NF, England
- Teachers College Record**, 525 West 120th Street, New York, New York 10027
- TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- Volta Review**, 3417 Volta Place NW, Washington, DC 20007
- Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACTS

ABSTRACT 537

EC 002 709 ED 022 313
 Publ. Date 68 34p.
Competencies Needed by Teachers of Hearing Impaired Children: Deaf and Hard of Hearing.
 American Organization For Education Of The Hearing Impaired, Washington, D. C.
 EDRS mf, \$c
 Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007 (\$1.50).

Descriptors: exceptional child education; aurally handicapped; professional education; standards; hard of hearing; deaf; teacher education; teacher qualifications; teacher characteristics; psychological tests; speech; language development; family school relationship; social adjustment; auditory perception; curriculum

Prepared by two committees of the American Organization for Education of the Hearing Impaired, the pamphlet provides a guide for formulating standards of professional training for teachers of hearing impaired children. Competencies needed by teachers of the deaf are defined in the areas of communication (speech, hearing, language, lipreading, visual perception), curricular adaptation, psychological tests and measurements, social adjustments, home-school relations, and philosophy of education. For teachers of the hard of hearing, competencies explained include personal characteristics of the teacher, knowledge of auditory comprehension, speechreading, speech, language development, other special knowledge, and essential abilities. Seven recent publications on the preparation of teachers of the hearing impaired are cited. (JB)

ABSTRACT 1294

EC 003 196 ED 023 246
 Publ. Date Nov 67 87p.
 Fargo, George
An Investigation of Selected Variables in the Teaching of Specified Objectives to Mentally Retarded Students.
 Hawaii University, Honolulu
 Office Of Education (DHEW), Washington, D. C.; Bureau Of Research
 EDRS mf, \$c
 OEG-4-7-062523-0403
 BR-6-2523

Descriptors: exceptional child research; mentally handicapped; teaching methods; instructional materials; learning; educable mentally handicapped; teacher behavior; teaching skills; audiovisual aids; teacher evaluation; teacher rating; lesson observation criteria; effective teaching; teacher improvement; student teacher relationship; teaching models; video tape recordings

Videotaping was used to analyze both video and audio components of the teaching-learning process with educable mentally retarded (EMR) children. Fifteen teachers, both inexperienced and experienced, made 31 pilot tapes, teaching one retarded and one normal child each the single, new concept of a hexagon. The 31 children included 14 EMR

(ages 9-2 to 11-3), 15 normals (5-9 to 6-5), one blind, and one deaf. Results indicated that a 1.52 ratio of reinforcing statements was made by the three most successful as opposed to the three least successful teachers; teachers used an average of 429 words to 56 spoken by EMR's and 404 to 51 with the normal children, although the total average number of comments by teachers was 21.9 and 20.5 by pupils. The word hexagon was mentioned with a frequency ratio of 2.7 by teachers to pupils; the number and type of materials did not make a difference in successful teaching, although the average number used, nine, was probably too many. All teachers made more gestures than pupils; and the EMR children made more gestures than normal children. The model teaching activities used to classify and rate the videotapes revealed the inexperienced teachers taught closer to the criterion test items. A 30-minute test of teacher competence was generated that involved planning, performance, and ability to learn from review of own performance. (SN)

ABSTRACT 1554

EC 000 704 ED N.A.
 Publ. Date 66 334p.
 Cruickshank, William M., Ed.
The Teacher of Brain-Injured Children: A Discussion of the Bases for Competency. Syracuse University Special Education and Rehabilitation Monograph Series 7.
 EDRS not available
 Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$5.00).

Descriptors: exceptional child education; learning disabilities; minimally brain injured; teacher role teacher qualifications; clinical diagnosis; teacher certification; visual perception; auditory perception; dyslexia; number concepts; cognitive ability; perceptual motor coordination; psychomotor skills; identification; cerebral dominance; interdisciplinary approach; psychotherapy; emotionally disturbed; drug therapy; neurologically handicapped

Specialists from various disciplines suggest qualities and competencies of teachers of brain injured children. J.J. Gallagher provides a psychoeducational definition of children with developmental imbalances; S.R. Rappaport considers personality factors teachers need for relationship structure; and H.H. Grossman describes the relationship of the child, teacher, and physician. Also considered are communication and communicative disorders by M.P. Hardy; psychopharmacology in learning and behavioral disorders of children, by H.J. Grossman; and standards for the preparation of teachers of brain injured children with regard to emotional problems, by W.C. Morse. Additional competencies treated are educational, psychological, interdisciplinary, and cognitive-perceptual-motor; these include the needs of teachers for specialized information

in the areas of elementary education (M.T. Tannhauser), reading (M. Frostig), number concepts (E.S. Friedus), development of cognitive structures (R.W. Riley), development of visuomotor skills in relation to academic performance (G.N. Getman and H.H. Hendrickson), perception (N.C. Kephart), motor training (R.H. Barsch), psychodiagnosis (C.R. Strother), handedness, finger localization, and cerebral dominance (W.H. Gaddes), neuropsychology (R.M. Reitan), pediatric psychiatry (W.C. Adamson), and the teacher's role in interdisciplinary teams (P. Knoblock). The editor, W.M. Cruickshank, provides an introductory overview and a summary. (LE)

ABSTRACT 3057

EC 006 327 ED N.A.
 Publ. Date 55 109p.
 Mackie, Romaine P.; Dunn, Lloyd M.
Teachers of Children Who are Blind. Office Of Education (DHEW), Washington, D. C.
 EDRS not available
 Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$4.00).

Descriptors: exceptional child research; visually handicapped; professional education; teacher background; teacher characteristics; teaching skills; teacher evaluation; special education teachers

The study, part of a larger nationwide study on the Qualification and Preparation of Teachers of Exceptional Children, reports on the distinctive competencies and experiences needed by teachers of blind children. The findings include a statement of competencies needed by teachers as determined by a committee of seven leaders in the education of the blind. A series of inquiry forms gathered opinions from 201 special educators (100 superior classroom teachers of the blind, 56 state and 45 local directors and supervisors of special education), which are reported. The list of competencies are evaluated by the 100 teachers, and a comparison is made of competencies described by committee members and those rated by the teachers. Also included is an appraisal of the effectiveness of some inservice teachers of the blind (by the teachers themselves and by supervisors of special education), an evaluation of professional experiences needed, a summary of findings, and some implications for planning and additional research. Appendixes include information related to the larger study on the preparation of teachers of exceptional children, information about the 100 teachers of the blind queried, information on statistical procedures and results, and excerpts from inquiry forms. (KW)

ABSTRACT 3062

EC 006 328 ED N.A.
 Publ. Date 57 97p.
 Mackie, Romaine P. And Others
Teachers of Children Who Are Mentally Retarded.
 EDRS not available

Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.45).

Descriptors: exceptional child research; mentally handicapped; teacher qualifications; curriculum; teaching methods; instructional materials; teacher evaluation; teacher education; teaching experience; student teaching; rating scales

To develop a list of competencies needed by teachers of the mentally retarded, successful teachers evaluated the importance of specific competencies and evaluated their own proficiency. New teachers were rated by state and local personnel on another list of competencies; generalized experiences in teacher education were rated by teachers; and importance of regular classroom experience and student teaching of the mentally retarded were rated by the teacher and state, local, and college personnel. A second list of competencies was prepared by specialists. Findings showed that competencies on both the specialist prepared list and the experienced teacher prepared list fell into certain similar groupings. All but six of the 100 competencies were rated important or very important. Teachers rated themselves more proficient on more important competencies. Teacher education experiences ranked highest were student and on-the-job teaching of retarded children, general teacher preparation, and teaching normal children. All groups recommended teacher education programs in mental retardation provide for student teaching of the mentally retarded. Orientation to education of other exceptional children should be provided. Additional findings and implications are included, along with tables and graphs. (MS)

ABSTRACT 3216

EC 006 321 ED N.A.
Publ. Date 61 124p.
Mackie, Romaine P. And Others
Teachers of Crippled Children and Teachers of Children with Special Health Problems.
Office Of Education (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.50).

Descriptors: exceptional child research; physically handicapped; special health problems; special education teachers; teacher background; teacher characteristics; professional education

A committee of specialists in the education of physically handicapped children and specialists in the education of children with special health problems reported on the competencies needed by teachers in each area. Also, inquiry forms were completed by such teachers (150 teachers of the physically handicapped, 85 teachers of children with special health problems), by state department of education personnel, supervisors in local school systems, and university faculty members involved in this field of education. Reported are the teachers' self-appraisal in each competency area and an

evaluation of recently prepared teachers by state and local supervisory personnel. Special abilities needed by the teachers are delineated, and personal characteristics, such as emotional stability, physical stamina, and acceptance of realistic goals, are emphasized. Teachers suggest they are best prepared to modify the curriculum and use specialized teaching methods and materials, and are least prepared to cope with social and emotional problems. Experiences which the teachers thought would be valuable in professional preparation are listed. Implications of the findings are discussed. Appendixes include background information about the participating teachers, statistical procedures and results, excerpts from inquiry forms, and additional tables. (KW)

ABSTRACT 221

EC 03 0221 ED N.A.
Publ. Date Oct 70 5p.
Mitchell, Marlys Marie
Teacher Education: Special Education Clinic: An Instructional Core.
EDRS not available
Education And Training Of The Mentally Retarded; V5 N3 P146-50 Oct 1970

Descriptors: exceptional child education; teacher education; clinical experience; laboratory training; student teaching; preservice education; North Carolina University

A Special Education Clinic, established at the University of North Carolina to provide practical, supervised experience in the process of instruction, is seen as being significant in the preparation of teachers. Purposes and goals of the clinic are identified, and administrative procedures are described. Its primary function as an instructional medium for university students allows for unusual flexibility and focus on desired behaviors and competencies. A typical day at the clinic is described. (Author)

ABSTRACT 596

EC 03 0596 ED 044 011
Publ. Date Aug 69 23p.
Gardner, James M.
Training Proficiency Scale (Form A) Manual.
Columbus State Institute, Ohio
EDRS mf,hc

Descriptors: exceptional child research; training techniques; rating scales; teacher evaluation; operant conditioning; evaluation methods; mentally handicapped; testing; behavior change

The Training Proficiency Scale, designed to evaluate the competence of a trainer utilizing operant conditioning techniques with the mentally handicapped, is described in terms of its need, development, reliability and validity qualities, and four areas of assessment (shaping behavior, rewarding, communicating, and rapport). The scale is presented in its entirety, and instructions for scoring are provided. A glossary of terms used in behavior modification research with the mentally retarded is included. (RD)

ABSTRACT 1710

EC 03 1710 ED N.A.
Publ. Date Mar 71 5p.
Bullock, Lyndal M.; Whelan, Richard J.
Competencies Needed by Teachers of the Emotionally Disturbed and Socially Maladjusted: A Comparison.
EDRS not available
Exceptional Children; V37 N7 P485-9 Mar 1971

Descriptors: exceptional child research; emotionally disturbed; teacher characteristics; teacher attitudes; socially maladjusted; self evaluation; teacher evaluation

Forty-seven teachers of emotionally disturbed children in a midwestern state completed an 88-item checklist, Teachers' Evaluation of Competencies, which was originally used in a study conducted by Mackie, Kvaraceus, and Williams. A comparison was made between the Mackie study and the present study regarding proficiencies and competencies valued by teachers. Four hypotheses and several corollaries were investigated and evaluated. Significant differences were found in all cases. (Author)

ABSTRACT 1836

EC 03 1836 ED N.A.
Publ. Date Apr 71 7p.
Schwartz, Louis
A Clinical Teacher Model for Interrelated Areas of Special Education.
EDRS not available
Exceptional Children; V37 N8 P565-71 Apr 1971

Descriptors: exceptional child education; special education teachers; teacher education; models

A teacher preparation model for interrelated areas in special education is described. The model provides behaviorally defined specifications of competencies desired, criterion measures for assessing entry and proficiency, and instructional options available for achieving these objectives. A program is outlined for teacher education from the junior undergraduate level through the master's degree, with possible doctoral level extension. Evaluation of the model is two fold and concerns the project's effectiveness in teacher preparation and eventually, in pupil gains. The model synthesizes the common competencies necessary for teachers in interrelated areas of special education. (Author)

ABSTRACT 2214

EC 03 2214 ED 050 500
Publ. Date Apr 71 117p.
Brolin, Donn; Thomas, Barbara
Preparing Teachers of Secondary Level Educable Mentally Retarded. Project Report No. 1.
Stout State University, Menomonie, Wisconsin
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEO-0-70-4818(603)

Descriptors: exceptional child education; educable mentally handicapped; vocational education; program proposals;

teacher education; mentally handicapped; secondary school students; program development; interpersonal competence; conference reports; questionnaires; models; Wisconsin

An interim report on the Stout State University model for training special class teachers to prepare secondary level educable mentally handicapped students for social and vocational adjustment is presented. Pertinent literature is reviewed; and the Stout State proposal which emphasizes academic skills and incorporates vocational education and rehabilitation in secondary level teacher preparation is described. Proceedings from a conference (Menomonie, Wisconsin, November 12-13, 1970), held to assist the Stout project staff in determining the efficacy of the model, include eight papers which deal with the needs of secondary level educable mentally handicapped students and competencies needed by their teachers. Conference questionnaire results are cited and the data is noted as having served as a basis for a field questionnaire sent to all teachers and administrators of secondary level educable mentally handicapped classes in Wisconsin. The data from the field questionnaire, when received, are considered by the author to be primary sources of curriculum study prior to preparing a secondary level special education teacher training program for Stout. (CD)

ABSTRACT 2460

EC 03 2460 ED N.A.
Publ. Date 71 7p.
Lerner, Janet W. and Others
Bridging the Gap in Teacher Training.
EDRS not available
Academic Therapy Quarterly, V6 N4
P367-73 Sum 1971

Descriptors: exceptional child research; learning disabilities; student teaching; demonstration projects; teacher education; college students

The article describes a pilot camp project designed to experiment with a way to provide clinical experiences and in-depth seminar study for prospective and experienced teachers working with learning disabled children. Three groups participated in the project: graduate students, undergraduate students, and children with learning disabilities. The graduate students were responsible for two clinical teaching periods per day for intensive work with a child. The undergraduates were responsible for structuring camp instruction for each child according to the child's needs. Evaluation questionnaires were given to each group of participants. It was felt that for the undergraduate, the workshop provided an opportunity to see the whole child and realize the amount of responsibility vested in themselves as future teachers. For the graduate student, it was concluded that the program developed their knowledge of the learning disabilities field, provided specialized diagnostic and teaching competencies, and renewed their zeal for teaching. (CD)

ABSTRACT 58

EC 04 0058 ED 055 373
Publ. Date Jul 71 147p.
Meyen, Edward L., Ed.
The Missouri Conference on the Categorical/Non-Categorical Issue in Special Education (Columbia, Missouri, March 22-23, 1971). Final Report.
Missouri University, Columbia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf, hc

Descriptors: exceptional child education; handicapped children; public schools; teacher qualifications; student placement; conference reports; educational needs; staff role; financial policy; models; grouping (instructional purposes)

Papers presented at the conference focus on three concerns relating to heterogeneous-homogeneous student placement in special education classes: handicapped children, public schools, and teacher training programs. Child centered observations include: labeling children by their disabilities, non-categorical or non-homogeneous student placement of mildly handicapped children, establishing special education needs of children from minority groups, and relating non-categorical models to individualized instruction. School centered observations cover developing alternatives to categorical models, preparing school staff to accept responsibility for mildly handicapped children, funding, and relating special educators to general educators. Teacher training observations consist of providing teacher training experiences on a non-categorical basis, substituting competency based programs for structured courses, increasing early teacher trainee involvement in classroom settings, insufficient working with minority group children in current trainee programs, university funding, block funding, and certifying teachers. (CB)

ABSTRACT 1458

EC 04 1458 ED N.A.
Publ. Date 71 14p.
Grieger, Russell M., II
Pygmalion Revisited: A Loud Call for Caution.
EDRS not available
Interchange, V2 N4 P78-91 1971

Descriptors: teacher attitudes; research reviews (publications); expectation; research methodology; self fulfilling prophecies

The concept of the teacher expectancy effect is said to continue to have a major impact on educational and psychological thinking. This article reviews the literature and concludes that the teacher expectancy effect, like the experimenter expectancy effect, is more difficult to demonstrate and less pervasive than has been claimed. It suggests that the most relevant issue is determining the relevant child characteristics that significantly cause a particular teacher to form an expectation about a particular child. (Author)

ABSTRACT 1490

EC 04 1490 ED N.A.
Publ. Date Apr 72 5p.
Rochford, Timothy; Brennan, Richard
A Performance Criteria Approach to Teacher Preparation.
EDRS not available
Exceptional Children, V38 N8 P635-9
Apr 1972

Descriptors: exceptional child education; learning disabilities; teacher education; inservice teacher education; graduate study; program descriptions; cooperative programs

Described is a program, implemented by a school district with a shortage of teachers trained to deal with learning disabilities, which combines inservice education and graduate study. Features of the program include: cooperative planning and implementation by the school district, a college, and parents; combining of inservice education into a college curriculum granting graduate credit to teachers; a program based on competency units which are translated into behavioral skills; and a course where skills learned are continuously implemented and evaluated in the elementary classroom. Description of the program touches upon the planning committee, competency units, the use of single unifying themes, means of evaluating participating teachers, program evaluation, funding, and rationale. (Author/KW)

ABSTRACT 1654

EC 04 1654 ED 060 609
Publ. Date Jan 72 90p.
Schwartz, Louis and Others
Innovative Non-Categorical Interrelated Projects in the Education of the Handicapped. Proceedings of the Special Study Institute (Washington, D.C., October 14-15, 1971).
Florida State University, Tallahassee.
College of Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf, hc

Descriptors: exceptional child education; handicapped children; program proposals; regular class placement; teacher education; conference reports

The majority of the conference reports on education of the handicapped focuses on regular class placement and teacher education. Presented concisely are 21 program proposal descriptions with funding source, project dates, objectives, philosophy, procedures and evaluation, and literature influencing project. Representative projects concern special education in the regular classroom, a competency-based model training program, training programs for preparation of curriculum specialists for exceptional children, training programs for both special education teachers and regular teachers to meet the needs of exceptional children, consulting teacher programs, and diagnostic and prescriptive teacher projects. Concluding the proceedings are short discussion summaries on process and product of change in education of

the handicapped as they relate to colleges and universities, program evaluation, preschool, local school system, and State Department of Education. (CB)

ABSTRACT 8

EC 05 0006 ED N.A.
Publ. Date Oct 72 5p.
Blackwell, Robert B.
Study of Effective and Ineffective Teachers of the Trainable Mentally Retarded.
EDRS not available
Exceptional Child; V39 N2 P139-43 Oct 1972

Descriptors: exceptional child research; trainable mentally handicapped; special education teachers; effective teaching; teacher attitudes; mentally handicapped; teacher characteristics; personality

The study investigated the attitudes, characteristics, and personalities of 70 teachers of the trainable mentally retarded. The use of multiple regression analysis allowed the investigation to evaluate the unique contribution of 42 teacher variables to the criterion variable, teacher effectiveness. The teachers completed three forms: Minnesota Teacher Attitude Inventory (MTAI), Edwards Personal Preference Schedule (EPPS), and a personal data sheet. A teacher competency rating scale was completed for each teacher by his personal supervisor. It was found that a high score on the MTAI was related to teacher effectiveness. Eleven characteristics reported to be of value were listed such as: women teachers were rated higher than men teachers, years of previous teaching experience did not contribute to teacher effectiveness, and the type of degree the teachers have does not increase the predictability of their being effective teachers. The 15 personality variables of the EPPS were not found to make a meaningful contribution to prediction of teacher effectiveness. (Author/CB)

ABSTRACT 36

EC 05 0036 ED N.A.
Publ. Date Sep 72 5p.
Wiegerink, Ronald; Currie, Robert J.
Project In-STEP: Training Tomorrow's Special Educators.
EDRS not available
Journal of School Psychology; V10 N2 P135-9 Sep 1972

Descriptors: exceptional child education; handicapped children; teacher education; professional education; program descriptions

Described briefly is Project In-STEP, a new alternative model for training special education professionals at George Peabody College for Teachers. Training leading to four degrees is offered: bachelor's, master's, education specialist, and doctorate. The program utilizes a competency-based training model, attempts to increase the relevance of training by increased use of field experience, and emphasizes both flexible training and careful programmatic evaluation. Summarized are the five major areas in which specialized training is offered.

Preliminary evaluation is seen to indicate that Project In-STEP may be a viable model for providing professional training in special education. (KW)

ABSTRACT 138

EC 05 0138 ED 069 063
Publ. Date 72 89p.
Abeson, Alan, Ed.; Fleury, J. B., Ed.
State Certification Requirements for Education of the Handicapped.
State-Federal Information Clearinghouse for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child education; handicapped children; teacher certification; special education teachers; state standards

Provided is an alphabetical, state-by-state listing of state requirements for certification in the education of handicapped children which includes information on types of certificates required, general requirements, and requirements specific to various disability areas. General requirements include such matters as official transcripts, health certificate, professional references, birth certificate, and certificate from an in-state institution. Types of certification are said to be a specific special education certificate or an endorsement attached to a regular elementary or secondary certificate. Listed are course requirements, competency requirements, and extra training, experience or education necessary for specializing in specific disability areas. (GW)

ABSTRACT 238

EC 05 0238 ED N.A.
Publ. Date Nov 72 4p.
Cartwright, G. Phillip; Cartwright, Carol A.
Gliding the Lilly: Comments on the Training Based Model.
EDRS not available
Exceptional Children; V39 N3 P231-4 Nov 1972

Descriptors: exceptional child education; handicapped children; identification; diagnostic teaching; regular class placement; models; teacher qualifications

Proposed are two decision models intended to be followed by regular teachers, with the consultation of special educators, in the identification of handicapped children and in the provision of direct services to handicapped children in regular classrooms. M. Lilly's zero reject model which proposes regular class placement for all but severely handicapped children and advocates only a supportive role for special educators is discussed. Explained is an identification model indicating teacher competencies required for the decision making processes of educational placement. Specified are teacher competencies for implementing the diagnostic teaching model including identifying relevant educational objectives for individual children, selecting techniques for effective classroom

management, and choosing special materials in association with specific strategies. The authors state that the identification and diagnostic teaching models should be part of the preservice training of regular and special education teachers. (GW)

ABSTRACT 953

EC 05 0953 ED N.A.
Publ. Date Sum 72 6p.
Christoplos, Florence; Valletutti, Peter A.
A Noncategorical and Field-Competency Model for Teacher Preparation in Special Education.
EDRS not available
Journal of Special Education; V6 N2 P115-20 Sum 1972

Descriptors: exceptional child education; handicapped children; classification; teacher education; special education teachers; models

The proposed model for teacher education programs in special education emphasizes a noncategorical, competency-based approach to the education of exceptional children, to the evaluation of students in teacher preparation programs, and to college faculty assignments. Implementing a noncategorized teacher education program at the college level is said to involve achieving the following objectives: identifying desired competencies of college students upon which to base selection of curricula for teacher preparation programs; organizing teacher preparation programs and curricula so that students from specialized areas (mental retardation, emotional disturbance, learning disability) attend classes together as much as possible; emphasizing field or simulated experiences; identifying college staff competencies and using these as a basis for assignment of teaching responsibilities; and using more effectively the competencies of part-time college staff. Difficulties seen as blocking achievement of these goals are also specified. (GW)

ABSTRACT 1003

EC 05 1003 ED N.A.
Publ. Date Jan 73 25p.
Shuster, Susan K.
A Proposed Performance-Based Training Program for Special Education Teachers.
EDRS not available
Viewpoints; V49 N1 P25-49 Jan 1973

Descriptors: exceptional child education; handicapped children; teacher education; undergraduate study; program descriptions; performance criteria; special education teachers; student teaching

Described is a proposed performance based, undergraduate training program for special education teachers which is planned to coordinate theory, training, and sequenced practical teaching components. The needs assessment phase of the program is said to have revealed unrelated course requirements and lack of field supervision in the present program. The proposed program is based on a model which requires trainees to become competent in observational techniques,

diagnostic teaching skills, and the management of educational and social environments, each of which would involve a discrimination phase (knowledge), a generation phase (skills), and an evaluation phase. Actual operation is to have begun in August, 1972, and is described as involving the integration of new and old course offerings with the total practicum and evaluation of the students by means of paper and pencil testing. It is planned that trainees will be tracked following graduation in order to evaluate their teaching effectiveness. In process at the time of writing are reported to have been staff meetings, the design of new courses, and the planning of the student teaching phase. (DB)

ABSTRACT 1062

EC 05 1062 ED N.A.
Publ. Date Feb 73 7p.
Klein, Jenny; Williams, C. Ray
The Development of the Child Development Associate (CDA) Program.
EDRS not available
Young Children; V28 N3 P139-45 Feb 1973

Descriptors: early childhood education; early childhood; teacher education; teacher certification; program descriptions; program development; Child Development Associate Program

A question and answer format is used to explain the Child Development Associate (CDA) program, a projected training and credentialing system designed to equip persons with knowledgeability of preschool children and the capability of taking responsibility for the daily activities of a particular group of three- to five-year-olds. It is expected that CDA's will be responsible for: setting up and maintaining a safe and healthy learning environment, advancing physical and intellectual competence, building positive self concept, and coordinating home and center child rearing practices. It is explained that the program is still in the planning stages with a task force developing a set of competencies important for the CDA. Also discussed are: CDA competency-based credentialing, assessment procedures for decisions about credentialing, availability of credentialing opportunities, the rationale for competency-based teacher preparation, and availability of personnel for training and credentialing. (GW)

ABSTRACT 1431

EC 05 1431 ED N.A.
Publ. Date Apr 73 7p.
Shearron, Gilbert F.; Cryan, J. Robert
Early Childhood Education-Teacher Education.
EDRS not available
Peabody Journal of Education; V50 N3 P184-90 Apr 1973

Descriptors: early childhood education; teacher education; performance based teacher education

Competency based teacher education (CBTE) is described as a means of training teachers to be knowledgeable, caring,

and capable of designing instructional activities that promote desirable learning in young children. The techniques of CBTE are seen as potential solutions to concerns over accountability and humanism in current teacher education programs. Identified are differences (performance based versus experience based; university centered versus field centered) which are thought to distinguish competency based programs from more traditional teacher education programs. Examples are given to show how to specify competencies in affective domain, and modular instruction is explained as a means of organizing learning experiences to achieve specific competencies. (GW)

ABSTRACT 1650

EC 05 1650 ED N.A.
Publ. Date Mar 73 11p.
Meyen, Edward L.; Altman, Reuben
Individualizing Instruction for Preservice Teachers: An Applicable Competency Based Training Model.
EDRS not available
Focus on Exceptional Children; V5 N1 P1-11 Mar 1973

Descriptors: Exceptional child research; special education teachers; teacher education; models; individualized instruction; teaching guides; performance based teacher education

Components of a model used to develop and implement a competency based training program for curriculum consultants are applicable to preservice special education teacher training. Identifying teacher competencies through structured interviews and literature reviews is a crucial step. Identified competencies can then be organized according to three dimensions: process skill (such as observation, adaptation, and planning), areas of responsibility (including curriculum, media, and public relations), and situations (including local and district programs). Competencies can be interpolated into behaviorally stated objectives by identifying function/context clusters, by placing each competency in a cluster by a Q sort technique, by analyzing competency statements into more specific components, then by analyzing each component into a behaviorally stated objective for which an instruction module can be designed. Each training module consists of a specifications manual (reports analysis of competencies into behavioral objectives), a trainee's and an instructor's manual for each competency, and resource files (reports and audiovisual materials). The module management process comprises the following steps: trainee is provided with manual; trainee attends weekly seminar; trainee keeps a notebook; conferences between trainees and instructors are scheduled; and student retains a copy of all responses and uses it thereafter as an instructor's manual. The model provides that trainees be evaluated through comprehensive vitae detailing academic and field experiences, self reports of competencies, and performance based instructional activities. Feedback is achieved

via periodic conferences, seminar experiences, and intertrainee communication. (GW)

ABSTRACT 1772

EC 05 1772 ED 075 967
Publ. Date 15 Mar 73 36p.
Sanders, Jean E.
Preparing Educators in an In-Service Program in Learning Disabilities.
Merrimack Education Center, Chelmsford, Mass.
EDRS mf,hc

A Field Study Report Presented at A.C.L.D. Convention (March 15, 1973).

Descriptors: exceptional child education; learning disabilities; inservice teacher education; models; teacher qualifications; program development

Presented is a model for the design of inservice programs for teachers of learning disabled children. Experiences at the Merrimack Education Center (Massachusetts) are said to suggest that program development be preceded by assessment of local needs, and agreement on educational goals and teacher roles. The model recommends that inservice teacher education programs be responsive to the following three interacting dimensions: organizational structure, including personnel and role assignments; decision-making competencies expected of the teachers; and the cognitive, affective, and psychomotor behaviors evidenced by teachers. Data related to these three dimensions are said to be determined by systematically delineating the competencies required for teaching normal youngsters; determining the special competencies needed to cope with any child who has special problems related to school learning and performance; and defining the special competencies which must be mastered because of the unique characteristics of different handicapping conditions. Various teacher competencies required by special educators are summarized, including, competence in psycho-educational aspects of special education (diagnostic and recording skills), competence in planning, developing, utilizing and evaluating a variety of effective teaching/learning activities and situations; and competence in assisting students to understand and accept their abilities and limitations. (GW)

ABSTRACT 2540

EC 05 2540 ED 081 166
Publ. Date 71 13p.
Walline, Jane K.
Resources for Effective Teaching.
Michigan State Dept. of Education, Lansing, Div. Of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Report of Special Study Institute (East Lansing, Michigan, July 14-18, 1971).

Descriptors: exceptional child education; resource teachers; instructional materials centers; institutes (training programs); inservice teacher education; handicapped children; instructional materials; special education teachers; tape recordings

A special studies institute on resources for effective teaching was designed to train newly appointed or potential Curriculum Resource Consultants (CRC) who work in conjunction with special education instructional materials centers in Michigan. Objectives of the workshop sequences included the development of teacher-training competencies in the CRC's and the provision of actual kits of training materials. The role of the CRC was defined as providing services to special education staff in the areas of inservice materials and curriculum, material selection, and direct consultation. Eight basic inservice kits (some containing tape cassettes) three supplementary kits, and one participant developed kit were used during the workshop to prepare participants to utilize the kits in their districts. Topics of the kits included the design of an instructional game, criterion measures, feedback, building a perceptual-motor experience, and evaluation. Key concepts of the institute were communication, dissemination, and adoption; and CRC's were encouraged to employ all three concepts for effective work with teachers. In evaluation, all participants indicated they would be comfortable in offering inservice training in their own districts. (DB)

ABSTRACT 173

EC 06 0173 ED N.A.
Publ. Date Jan 73 25p.
Shuster, Susan K.
A Proposed Performance-Based Training Program for Special Education Teachers.
EDRS not available
Viewpoints; V49 N1 P25-49 Jan 1973
Descriptors: exceptional child education; young adults; teacher education; performance based teacher education; models; conceptual schemes

Described is a proposed performance-based undergraduate training program currently in use with 30 prospective special education teachers at Indiana University. Needs assessment is said to have revealed existing program weaknesses such as unrelated courses and lack of course objectives. The conceptualization phase is explained to have produced three dimensional model based on a variety of training environments (simulated, controlled, laboratory, and natural classroom); levels of trainee tasks (knowledge discrimination, skill generation, and evaluation); and varieties of teacher performance (in behaviors, patterns, and environments). Listed are competencies expected of trainees in the areas of observational techniques, diagnostic teaching skills, and environmental management. Implementation of competencies is said to be through the interrelationship of coursework, training modules, practicum, and student teaching experiences. The preoperational phase is seen to have dealt with student selection and formation of a demonstration class of children. Stressed for the operational state is integration of course offerings with the total practicum and both process and product evaluation. Planned for the final process phase is development of student teaching plans. (DB)

ABSTRACT 271

EC 06 0271 ED 082 438
Publ. Date Fall 73 50p.
Schwartz, Louis; Oseroff, Andrew
Welcome to the System: Orientation and Guide to the Clinical Teacher Curriculum
Florida State Univ., Tallahassee, College of Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf.hc
OEG-0-71-1668(603)

Descriptors: exceptional child education; curriculum guides; teacher education; performance based teacher education; mentally handicapped; learning disabilities; emotionally disturbed; teaching guides; special education teachers

The guide is intended to provide an orientation to the individualized, performance based special teacher preparation curriculum at Florida State University. The aim of the curriculum is given to be preparation of teachers to serve in public school resource centers by identifying needs of, providing individualized instruction for, and monitoring performance of mildly handicapped educable mentally retarded, learning disabled, and emotionally disturbed students. It is said that 'clinical teaching' (individualizing of instruction) is an historical aspiration for implementing the fundamental philosophy of the right to an education of all children. Dilemmas of special educators during the past twenty years are reviewed in terms of exceptional children, available manpower, provisions and services, clinical teaching, and judicial decisions. Alternative strategies for solving the dilemmas are given in relation to goals, changing concepts, instructional alternatives, and services. The role of the clinical teacher is delineated relative to future competency, procedures such as are found in the instructional system or in task analysis, and individualized instruction by means of a conceptual matching model. Contained in a user's guide are directions for student use of the individualized, performance-based, instructional modules of the program; also, the student's responsibilities are described. Appended are a position statement of performance based teacher education, a sample performance contract, a sample grading scale, and computer management systems transaction logs. (For related information see EC 060 272, EC 060 273, and EC 060 074.) (MC)

ABSTRACT 272

EC 06 0272 ED 082 439
Publ. Date 192p.
Broska, Kenneth F. and Others
Clinical Teacher Desired Pupil Behaviors: An Individualized Reading Curriculum.
Florida State Univ., Tallahassee, Coll. of Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf.hc
OEG-0-71-1668 (603)

Descriptors: exceptional child education; reading; curriculum guides; teacher edu-

cation; individualized instruction; handicapped children; childhood; reading diagnosis; reading skills; educational programs; course objectives; criterion referenced tests

The individualized reading curriculum guide contains conceptual and instructional models, instructional modules, and competency tests to be used by special education teachers for exceptional children. The curriculum is said to be a critical component of the model developed at Florida State University for trainee demonstration of competency in diagnosis and intervention during practicum experience. The conceptual model gives guidelines for reading competency, major competency tests, performance objectives, and cluster competency tests. Reading competency is defined as integration of the four major skills of pre-reading, reading-phonetics, reading-linguistics, and reading comprehension. The criterion referenced competency tests are said to be helpful in diagnosis. Individualized instructional modules described include auditory and visual discrimination, memory, sequential memory, comprehension, and visual letter knowledge in the area of pre-reading; consonants and vowels in the area of reading-phonetics; work forms, sentences, and parts of speech in the area of reading-linguistics; and phonetics-linguistics, word and phrase, meaning, syntax, sentence and paragraph meaning in the area of reading comprehension. Usually given for each area (or competency) is the model: cluster (such as visual discrimination), module (such as discrimination of position), purpose, behavioral objectives, instructional resources/options/activities, and sample test items. Appended are lists of words and sentences to illustrate such aspects as rhyming, consonant blending, blends, prefixes, or sentence meaning. (For related information see EC 060 071, EC 060 273, and EC 060 274.) (MC)

ABSTRACT 273

EC 06 0273 ED 082 440
Publ. Date 74p.
Schwartz, Louis; Oseroff, Andrew
Clinical Teacher Competencies for Special Education.
Florida State Univ., Tallahassee, Coll. of Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf.hc
OEG-71-1668 (603)

Descriptors: exceptional child education; curriculum guides; performance based teacher education; curriculum design; mentally handicapped; learning disabilities; emotionally disturbed; elementary school students; teacher education; diagnostic teaching

The curriculum provides the clinical teacher trainee with objectives and procedures for demonstrating competencies utilizing a performance based individualized curriculum in resource rooms with mildly handicapped educable retarded, learning disabled, and emotionally disturbed elementary school students. The curriculum is described to be a compo-

ment of the clinical teacher model for special education at Florida State University and is to be field tested prior to dissemination. The aim of the curriculum is said to be competence to produce required student academic and social behaviors for success in the regular classroom. Knowledge objectives, a major test, and competencies are specified for the conceptual model. The model is applied to areas of diagnosis, intervention, and evaluation. Modules are discussed in terms of entering students who take Mastery tests and proceed on an individualized plan. Described for each module are the competency, module cluster, purpose, behavioral objectives, instructional resources/options/activities, and sample test items (criterion referenced). The module is said to provide a format for computer-managed instruction. Given for the clinical teacher concept module are clusters of past, contemporary, and future philosophies. Included in the diagnosis module are clusters for behavioral sequences and assessment administration/scoring/ and interpretation of formal and informal tests, and prescription strategies. Included in the module for intervention are clusters for planning and individualized instruction, and in the evaluation module, clusters for improved pupil instruction and teacher competencies. A final module covers clinical teaching. (For related information see EC 060 271, EC 060 272 and EC 060 274) (MC)

ABSTRACT 328

EC 06 0328 ED N.A.
Publ. Date Sum 73 3p.
Millsagle, Wilbur; Schneider, John E.
Toward the Development of a Competency Based Training Curriculum.
EDRS not available
Colorado Journal of Educational Research; V12 N4 P9-11 Sum 1973

Descriptors: exceptional child education; handicapped children; performance based teacher education; curriculum evaluation; curriculum development; teacher education; universities; Colorado

Reported is the development of a competency based special teacher education program which is one part of a five year improvement effort of the School of Special Education and Rehabilitation at the University of Northern Colorado. Described briefly is a faculty work team approach to identifying what a graduate needs to know and be able to do for development of specific competency statements sent to graduates (See 06 0327) and included in a comprehensive report. The report is described to contain sections on program philosophy, area preparation, generic goals and competencies, and program evaluation. It is maintained that the present emphasis is on program redevelopment. (MC)

ABSTRACT 327

EC 06 0327 ED N.A.
Publ. Date Sum 73 6p.
Weishahn, Mel W.; Fox, A. M.
Competency Based Accountability: A

Progress Report.

EDRS not available

Colorado Journal of Educational Research; V12 N4 P3-8 Sum 1973

Descriptors: exceptional child education; handicapped children; followup studies; performance based teacher education; graduate surveys; teacher education; universities; curriculum evaluation; Colorado

Described are procedures for development of a followup study to obtain information concerning behavioral competency statements and demographic data from 1,337 graduates (1961 to 1971) of the Special Education and Rehabilitation School of the University of Northern Colorado. It is explained that initial analysis of 591 returns indicates that 349 graduates are currently employed in nine areas of special education (statistical data in table) and that information on need and source of specific competencies as well as media used and proficiency will be learned after computer processing. The study is said to be an integral part of evaluation and curriculum revision within the school. (MC)

ABSTRACT 330

EC 06 0330 ED N.A.
Publ. Date Sum 73 4p.
Anderson, Daniel R. and Others
A Performance Based Course in Behavior Modification for Teachers of the Developmentally Young.
EDRS not available
Colorado Journal of Educational Research; V12 N4 P20-3 Sum 1973

Descriptors: exceptional child education; handicapped children; mentally handicapped; performance based teacher education; program descriptions; curriculum design; course objectives; behavior change; operant conditioning; field testing; instructional materials centers; Colorado

Described is a performance based course in behavior modification for teachers of the developmentally young (and field trial results) sponsored cooperatively by the Rocky Mountain Special Education Instructional Materials Center, the Colorado Division of Mental Retardation, and the Children's Behavior Therapy Unit in Salt Lake City. Discussed are the course components consisting of eight basic units, a six step practicum requiring a subject (child or another student), and a step-by-step program involving operant training and procedures for teaching a sight vocabulary. First field test results are given which indicate that 28 junior and five senior special education students had a weekly average score of 96 percent, and that all the students preferred the course structure to the traditional lecture. (MC)

ABSTRACT 487

EC 06 0487 ED N.A.
Publ. Date Dec 73 9p.
Northcott, Winifred M.
Competencies Needed by Teachers of Hearing Impaired Infants, Birth to Three Years, and Their Parents.

Volta Review; V75 N9 P532-44 Dec 1973

Descriptors: exceptional child research; aurally handicapped; special education teachers; performance based teacher education; infancy; teacher certification; teacher evaluation; rating scales; communication skills; language development

Teachers of hearing impaired children, 0 to 3 years of age, in 170 early intervention programs and 12 experts rated 77 competencies in five areas of professional responsibility according to value for effective job performance and self proficiency on a 1-to-6-point scale. Major findings indicated teacher/expert agreement that a teacher should be part of an interdisciplinary team; furnish parents with guidance, counseling and education; use an aural/oral method for auditory training, language stimulation, and education; know stages of children's language acquisitions; and speak clearly. Other findings indicated that many teachers had no preparation courses for areas such as language and cognitive development, and psychological evaluation of preschool children; that both groups assigned low value to competencies in areas such as manual methods and administration of performance tests; and that the teachers' self proficiency ratings were lower than ratings of competency importance. The study implied that the teachers were not prepared for the work, seemed to be operating on a medical model, and thought only of one educational prescription for all children. The results implied that public schools should assume responsibility for preschool hearing programs, a scientific approach to auditory training during teacher education, and competency demonstrations in specific areas for certification. (MC)

ABSTRACT 504

EC 06 0594 ED N.A.
Publ. Date Jan 74 6p.
Altman, Rueben; Meyen, Edward L.
Some Observations on Competency Based Instruction.
Exceptional Children; V40 N4 P260-5 Jan 1974

Descriptors: exceptional child education; performance based teacher education; graduate study; program development; curriculum development; handicapped children; course objectives; universities

Summarized are problems and procedures involved in the 3-year development of a competency based graduate level instructional program to prepare curriculum consultants for the education of exceptional children. Project goals are given to include identification of competencies through empirical research, design of instructional modules, module packaging for use by other training institutions, and training in curriculum development. Considered are the developmental processes for competency identification collection of field information (a questionnaire sent to 587 public school educators), curriculum development, and field testing. Four aspects such as writing

objectives are examined in relation to module features. Difficulties of students in adapting to the program are analyzed, as are general program concerns such as student record keeping and faculty role. (MC)

ABSTRACT 634

EC 06 0638 ED 084759
 Publ. Date 73 16p.
 McHenry, Vere A.
Certification and Its Implications for Special Education Personnel.
 Council for Exceptional Children, Reston, Va. Professional Standards Guidelines Project.
 EDRS mf,hc

Descriptors: exceptional child education; performance based teacher education; state standards; teacher certification; inservice teacher education; handicapped children; state departments of education

Significant changes in state management procedures and in certification of general and special education teachers are occurring as a result of the competency-based movement. The basic task in developing and implementing a workable system is identification of the requisite competencies and determination of competency measurement procedures. Special education (SE) presents problems in certification which are held in common with general education and are unique to SE. Some SE trends that will foster changes in certification are educating handicapped students in regular classes with resource room teacher support and reducing the number of categories for SE certification. That the performance based concept has also permeated inservice teacher education is evident from changing recertification procedures and increased interstate reciprocity in certification. (MC)

ABSTRACT 640

EC 06 0649 ED 084761
 Publ. Date 73 206p.
 Ward, Ted and Others
Workshop Training Kits. Volume I.
 Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth. Office of Education (DHEW), Washington, D. C.
 EDRS mf,hc

Descriptors: exceptional child education; inservice teacher education; institutes (training programs); teaching guides; instructional materials; mentally handicapped; trainable mentally handicapped; multiply handicapped; deaf blind; teacher education; workshops; teacher methods; sequential learning; behavioral objectives; behavior change; operant conditioning; reinforcement; leadership; resource guides; severely handicapped

Presented in the first of a two volume series are four workshop training kits for development of teacher skills to be used with severely handicapped children and six workshop experience kits for training personnel to instruct inservice teachers. Directions are given for use of the kits, media, and a series of kits for evaluat-

ing, planning, or delivering information. The first section of each kit (for the leader) contains an overview of the activity, objectives, teacher prerequisites, time required, materials needed, step-by-step procedure, a discussion guide, and an evaluation form. The second part of each kit (for the trainee) contains materials for the activity, worksheets, a content evaluation form, a workshop evaluation form, and supplementary information on handicaps. Presented in the six kits are the following activities to be used with children with specific handicaps: a task analysis game for sequential teaching of trainable mentally retarded (TMR) and deaf blind (DB) children; an activity for specifying behaviors of multiply handicapped and TMR children; three demonstration reinforcement mystery games for teachers of DB or autistic children; and an activity involving charting behaviors of TMR, autistic, and DB children. Approximately 165 selected bibliographical references on behavior modification with low functioning children are listed as to source and price. The six kits for inservice teacher trainers provide the following activities: planning with teachers (through role playing), creating discussion tapes, practicing leadership skills, structuring scripts, evaluating workshop materials, and analyzing demonstrated behaviors of a workshop leader. (For volume 2, see EC 060 650.) (MC)

ABSTRACT 650

EC 06 0650 ED 084762
 Publ. Date 73 196p.
 Ward, Ted and Others
Workshop Training Kits. Volume II.
 Michigan State Univ., East Lansing. Regional Instructional Center for Handicapped Children And Youth. Office of Education (DHEW), Washington, D. C.
 EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; institutes (training programs); instructional materials; teaching guides; teacher education; workshops; educational planning; games; diagnostic teaching; remedial instruction; communication skills; resource guides

Presented in the second of a two volume series are six workshop training kits for development of teacher skills to be used with learning disabled (LD) children. The first section of each kit contains a leaders guide which gives activity, objectives, teacher prerequisites, time required, materials needed, step-by-step procedures, a discussion guide, and an evaluation form. The second part of each kit (for the trainee) contains master copies of materials for the activity, worksheets, a content evaluation form, a workshop evaluation form, and supplementary information. Explained in the kits are the following workshop activities: a three part educational planning and decision making activity focusing on responsibility, placement, and programming; a learning disability planning priorities game requiring the diagnostic/prescriptive process; polar algebra, an activity which simulates a learning difficulty and provides an opportunity for

selection of appropriate remediation; a competitive analogy game; an LD team card game involving diagnostic terms, symptomology, and remedial strategies; and an activity which requires simulation of three different forms of sensory deprivation for sensitization to needs of handicapped children. Approximately 180 bibliographical references on learning disabilities are given which include source and price for professional references, journals, idea books for teachers, and instructional materials. (For volume I, see EC 060 649.) (MC)

ABSTRACT 765

EC 06 0766 ED N.A.
 Publ. Date F 73 8p.
 Kauffman, James M
Teaching/Learning: Quantitative and Functional Analysis of Educational Performance.
 Journal of Special Education; V7 N3
 P261-8 F 1973

Descriptors: exceptional child education; special education teachers; performance based teacher education; evaluation; handicapped children

Presented is the rationale, development, and application of a mathematical formula for the assessment of special education teacher effectiveness. It is explained that the formula was developed because performance based instruction in special education training programs cannot be effective without a valid evaluation component. Drawing upon the essential elements of performance based education in special education (learner outcomes, conditions for learning, and rate of learning acquisition), a method is presented for the teacher to determine which method(s) work with which child(ren). Noted are limitations of the experimental model such as failure of the formula to measure every important variable. (Author/DB)

ABSTRACT 936

EC 06 0936 ED N.A.
 Publ. Date F 73 3p.
 Resnick, Norman H. Reinert, Henry R.
Competency Based Teacher Evaluation.
 EDRS not available
 Colorado Journal of Educational Research; V13 N1 P19-21 F 1973

Descriptors: exceptional child education; teacher evaluation; performance based teacher education; rating scales; educational accountability

Presented is the Teacher Competency Scale, a 12-item scale designed for use by administrators, principals, supervisors, and external evaluators. The items are said to reflect competencies considered critical by educators, teachers, and administrators. The following are examples of rated competencies: students are attending to the task; the teacher positively reinforces task attending behavior; the teacher has developed adequate plans; and the students enjoy school. Precise quantitative directions for scoring each item are provided. Noted is the negative affective reaction the scale often has on teachers. (DB)

ABSTRACT 947

EC 06 0947 ED 085 959
 Publ. Date 72 36p.
 Nelson Calvin C.; Kokiska, Charles
Special Study Institute Report: Competency Based Training Criteria for Special Class Teachers: An Alternative Approach to Manpower Development Guidelines for Special Education and Teacher Training Programs.
 California State Dept. of Education, Sacramento, Div. of Special Education.
 EDRS mf, hc

Descriptors: exceptional child education; handicapped children; competency based teacher education; special education teachers; behavioral objectives; effective teaching; teacher education

The special study institute report proposed an alternative approach to manpower development guidelines for special education and teacher training programs which centered on the development of measurable competency based training criteria for special class teachers. Briefly reviewed are the background, planning, and design of the institute. Institute participants (90) educators from major teacher training institutions in California developed lists of competencies via ten task groups and then rated each competency as to whether it was essential, desired, or not required for teaching exceptional children. Developed and rated were 263 competencies in the following categories: demonstrating teacher acquaintance with factual material about exceptional children; counseling students, managing the classroom and program administration, communicating with parents, communicating with other professionals, developing and planning instructional programs, evaluating the instructional process, describing and assessing student behavior, implementing instructional programs, and defining instructional goals and objectives. Each competency was also classified as to whether it was generic (rated as important to teaching in four or more areas of exceptionality) or specific (rated as important to teaching in three or less areas) and whether the competency was essential (as judged by two-thirds of raters), desired, or rejected (by 20% of the raters). All competencies were listed by category and generic-specific, essential-desired classifications. (DB)

ABSTRACT 1031

EC 06 1031 ED N.A.
 Publ. Date 73 74p.
 Stearns, Keith E., Ed.
Special Education in Search of Change. Viewpoints. Volume 49 Number 1.
 EDRS not available
 Indiana University, School of Education, Bloomington, Indiana 47401 (\$1.50)

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; public schools; teacher education; equal education; legislation; public education; resource centers; teachers; special education teachers; inservice teacher education; performance based

teacher education

Presented are four readings on public school strategies and special teacher education programs that meet needs of retarded children formerly excluded from public education. It is noted that right to education legislation passed or pending in 37 states, and litigation in 15 states, will significantly affect special education in public schools and universities. Focused on in relation to the resource teacher as an alternative to special placement are block schedule, core class plus, and tutorial resource rooms; roles of the learning development teacher such as consultant or teacher aide, the intensive learning adjustment teacher (for children in personal-social or academic crisis), and the referral agent. Education for the severely mentally retarded is examined to include the following aspects: community based vocational programs; arguments for education of trainable mentally retarded (TMR) students in public schools, such as benefits to normal children; and arguments against public school education of TMR students, such as reallocation of money for regular classes to expensive multiply handicapped programs. Described are initiation, development, and evaluation of a performance based special teacher training program involving 60 students which provides discrimination, generation, and evaluation phases to achieve observational techniques, diagnostic skills, and administration/management of educational and social environments; and fosters competencies with a computer assisted educational laboratory. Featured to support the thesis that an interface is needed between special and regular education are five class situations (such as student and teacher expression of feelings in a 'magic circle') that show ways regular teachers help mildly handicapped students, inservice strategies such as a university/school developed fifth year or summer institute and preservice training strategies such as identification of needed competencies. (MC)

ABSTRACT 1491

EC 06 1491 ED 085 523
 Publ. Date Jan 73 320p.
 Altman, Reuben and Others
Interim Report: Competency Research Phase. Special Project; Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children.
 Missouri University, Columbia. Dept. of Special Education, Special Education Curriculum Training Center.
 Bureau of Education for the Handicapped (DHEW), Washington, D. C.
 OEC-0-70-4808 (603)
 For Related Information See EC 061492.

Descriptors: exceptional child research; handicapped children; performance based teacher education; behavioral objectives; surveys; performance based teacher education; Evaluation

Reported is a survey of 587 educators in 20 selected school districts to determine appropriate competencies for a prototype

training program to prepare curriculum consultants for programs serving exceptional children. The project's major goal is explained to be the development of a performance-based training model which will be generalizable to other educational institutions. A review of the related literature deals with rationale, the consultant's role as a leader and change agent, relevant training models, and administrative perspectives. Competencies are said to have been generated through educator interview, and a search of the literature, and to have been organized into a model with the following three dimensions: situations, processes, and areas of responsibility. Reported is distribution of the questionnaire to the following professionals: superintendents, psychologists, principals, curriculum consultants, speech and/or hearing clinicians, special education consultants, directors of special education, special education teachers, and regular elementary teachers. A major portion of the document provides evaluative data on each competency item. Results given suggest that competencies rated as appropriate for on-campus study were primarily in the lower importance group, that competencies rated as predominantly in the job training category were primarily in the higher importance group, and that all competencies in the self-growth category were in the higher importance group. (DB)

ABSTRACT 1492

EC 06 1492 ED 089 524
 Publ. Date Feb 73 180p.
 Altman, Reuben and Others
Interim Report: Module Specification Phase. Special Project; Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children.
 Missouri University, Columbia. Dept. of Special Education, Special Education Curriculum Training Center.
 Bureau of Education for the Handicapped (DHEW/OE Washington, D. C.)
 OEG-0-70-4808 (603)
 For Related Information See EC 061491.

Descriptors: exceptional child education; performance based teacher education; behavioral objectives; guidelines; handicapped children; curriculum; consultant

The interim report details the process followed in the development by the University of Missouri of 20 module specifications for a competency based training program to prepare curriculum consultants for educational programs serving handicapped children. Major project goals are said to include the systematic identification of competencies, the design of instructional modules, and the packaging of modules in a form to facilitate use by other training institutions. Included are the texts of specification manuals produced for the following modules: evaluating/curriculum, evaluating/instruction, evaluating/materials and media, evaluating/communication processes, evaluating/support systems, developing/curriculum, developing/instruction,

...developing materials and media, developing communication processes, developing support systems, training/instruction, training materials and media, training communication processes, advising curriculum, advising/instruction, advising materials and media, advising communication processes, advising support systems, serving as a liaison/communication processes, and serving as liaison/support systems. Within each module, specifications follow a format at four levels of increasing specificity: competencies within module topics, competency components within competencies, and behavioral objectives within competency components. (DB)

ABSTRACT 1848

EC 06 1648 ED N.A.
Publ. Date Apr 74 11p.
Connor, Leo E.; Stelle, Roy M.
Standards for the Certification of Teachers of the Hearing Impaired.
Volta Review; V76 N4 P239-49 Apr 1974

Descriptors: exceptional child education; aurally handicapped; standards; professional education; teacher certification; teacher education; professional associations; performance based teacher education

Presented are standards adopted by the Council on Education of the Deaf for the certification of teachers of the aurally impaired. Listed are committee members who participated in planning and development of the standards, and reviewed are conferences and events that led to preparation and adoption. It is noted that no specific teaching method or philosophy has been endorsed in the standards, and that certification depends on demonstrated teaching competencies. Provided are definitions of terms such as internship practicum. Outlined are the following standards: fundamental education prerequisites to provisional certification; course requirements (30 credits) for provisional certification; course requirements (20 additional credits) for professional certification; competencies and knowledges for provisional certification (in areas of basic foundations, speech science and audiology, language and communication, curriculum and instruction, and practicum); and certification at two levels provisional and professional, both good for 5 years and renewable upon evidence of additional courses and/or professional experience. Also specified are the effective date (January 15, 1974), and guidelines for approval of teacher education programs. (MC)

ABSTRACT 1895

EC 06 1695 ED N.A.
Publ. Date Spr 74
Peters, Donald L. and Others
The Training and Certification of Early Childhood Personnel.
Child Care Quarterly; V3 N1 P39-53 Spr 1974

Descriptors: exceptional child education; early childhood education; professional education; teacher education; performance based teacher education; teacher certification; child care occupations; curriculum development

riculum development

Discussed are shortcomings in existing certification requirements for early childhood personnel, and proposed is an alternative system of determining competencies. Among six assumptions listed are the need for a training program which prepares personnel for both horizontal mobility (across social and institutional settings) and vertical mobility (movement to higher levels of training, prestige, and responsibility). Eight shortcomings of present certification requirements are discussed such as the multiplicity of requirements and supervising agencies and the failure to provide for individual differences. An alternative system involving a competency-based certification procedure is offered. Suggested is a training program with the following components: a liberal education, child development, history of early childhood services, interpersonal relations, skills for acquiring a new knowledge, a basic content area, and the practice of professional skills. It is said that the first five components provide for horizontal mobility of workers, while the last two components relate to vertical mobility. Recommended for defining specific competencies are the following sources of information: the theoretical orientation of those defining the competency system, the literature and research findings, individualized trainee assessment, trainee experience, job analysis, community values, and future planning. It is proposed that the competencies developed be used to evaluate both trainees and the efficacy of the training program. (DB)

ABSTRACT 1798

EC 06 1798 ED N.A.
Publ. Date Spr 74 5p.
Harshman, Hardwick W.
Influencing Teacher-Training Programs: A Possible Model.
Journal of Special Education; V8 N1 P33-7 Spr 1974

Descriptors: exceptional child education; teacher education; models; cooperative programs; program descriptions; handicapped children; disadvantaged youth; conceptual schemes; performance based teacher education; Indiana; Teacher Corps

Proposed as an alternative to the model of R. Reger for influencing special teacher education programs is a Teacher Corps model used in Indiana to institutionalize interaction of the public school, university, community, and other educational agencies. Described is the Indiana/Purdue university program involving five master teachers and 40 graduate interns to provide competency based education for inner city Indianapolis. Considered are the following aspects of the program: establishment by the education school of an interdisciplinary, cooperative, community committee; committee development of a concept paper (for planning objectives, operations, and evaluation), and of a competency based special teacher training model; proposal preparation based on the concept paper; program implementation by the public

school coordinator; and location of trainees in public schools during 60% of the school week. (For related information see EC 061 792). (MC)

ABSTRACT 1847

EC 06 1847 ED 090 742
Publ. Date 74 29p.
Lake, Thomas P.
Manpower Development Exemplary Programs for the Handicapped.
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf, hc
Imprint Series of Special Interest Papers.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Descriptors: exceptional child education; performance based teacher education; special education teachers; program descriptions; individualized instruction; handicapped children; teacher education; inservice teacher education; diagnostic teaching; computer assisted instruction; career education; psychoeducational processes; Florida; Vermont; Maryland

Described are three training programs for teachers of the handicapped in Florida, Vermont, and Maryland that have been designated exemplary by the Bureau of Education for the Handicapped, which supports 500 teacher preparation programs. Typically covered for each program are aspects such as instruction, curriculum content, recruitment and selection, community, evaluation, and recommendations for replication. The Clinical Teacher Model Project in Tallahassee, Florida, is said to provide both computerized, individualized instruction in modules and clinical training to develop 35 trainees' competencies in observation, diagnosis, intervention, and evaluation for teaching mentally handicapped students. The statewide Diversified Occupations Professional Development program of Vermont is reported to train 34 professionals through the ODPRIME (objectives, diagnosis, prescription, instruction, motivation, and evaluation) system in inservice summer programs and after-school workshops to provide career education for mentally retarded high school students. The Mark Twain Teacher Internship Program, Rockville, Maryland, is seen to offer a 10-month performance based curriculum for eight experienced teachers in areas of psychoeducational assessment, human relations/counseling, curriculum development/implementation, behavioral management, and systems analysis for working with learning disabled and emotionally disturbed children, 10 to 17 years of age. (MC)

ABSTRACT 1845

EC 06 1845 ED N.A.
Publ. Date Apr 74 11p.
Brown, Lou; York, Robert
Developing Programs for Severely Handicapped Students: Teacher

Training and Classroom Instruction.
Focus on Exceptional Children; V6 N2
P1-11 Apr 1974

Descriptors: exceptional child education; handicapped children; teacher education; classification; teacher selection; practicum; performance based teacher education; behavioral objectives; behavior change; operant conditioning; instructional materials; evaluation; Severely Handicapped

Discussed for teacher educators are approaches to development of teacher training programs which provide teachers with proficiency for instructing severely handicapped children. It is noted that the current issue concerns development of the best services for low functioning children who soon will have access to public education. Terminology for the severely handicapped is explained. Described are recruitment of college students through program components such as a course on mental retardation and exposure to field work, pre-license practicum involvement to help students perform well later as teachers, and a working definition of teaching. Discussed are concepts on instructional competencies that enable teachers to change students in demonstrable ways, and listed are nine categories of competencies such as management techniques for severe behavior problems. Considered for program content is a task analysis approach which involves 10 phases for teaching singular pronoun expressive language responses to 'who-doing' questions. Considered for program method are approaches such as the work of J. Itard and systematic use of principles and procedures. Also considered are two procedures: for teacher selection of materials, and for measurement to acquire evaluative information. In summary it is noted that taxpayers' concerns will be allayed if well trained teachers can elicit demonstrable progress in reading and socializing by the profoundly handicapped. (MC)

ABSTRACT 2047

EC 06 2047 ED 091 890
Publ. Date Oct 73 10p.

Teacher Preparation and Certification. Position Statement and Recommendations.

National Association for Retarded Citizens, Arlington, Texas.
EDRS mf,hc

Descriptors: mentally handicapped; special education teachers; teacher certification; performance based teacher education; exceptional child education; teacher education; national surveys; National Association for Retarded Citizens

Presented are position statements and recommendations by the Education Committee of the National Association for Retarded Citizens resulting from a review of teacher certification requirements in all 50 states. It is concluded that a given state's certification requirements are subject to varying interpretations, and that state certification is presently imprecise, nonstandardized, and confusing when viewed nationally. The following recommendations are reported:

states should adopt a common language pertaining to certification; universal reciprocity should be endorsed by all states; all teachers of the mentally retarded should meet standard minimal certification requirements; minimal requirements should show competency in areas such as basic knowledge and teaching methods; teacher-training institutions should be responsible for judging the teaching competence of graduates; and teacher training should be governed by standards for admission, advancement, retention, and due process. Appended are suggestions for the following areas of teacher education: basic knowledge, methods and techniques, curriculum, and demonstration. (DB)

ABSTRACT 2250

EC 06 2250 ED 093 129
Publ. Date Feb 74 76p.

**Padzensky, Herbert and Others
A Competency Based Design Career Ladder for Instructional Personnel of Individuals Functioning as Moderately and Severely Retarded.**

Colorado State Dept. of Institutions, Denver. Div. Of Developmental Disabilities.

Dept. of Health, Education, and Welfare, Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; models; performance based teacher education; inservice teacher education; mentally handicapped; conceptual schemes; administration; interagency cooperation; program descriptions; behavioral objectives; program design; program development; teacher evaluation; Colorado; Severely Handicapped

Provided is a competency based career ladder model (developed for Colorado) to enable universities and colleges to improve preservice programs for teachers of the moderately and severely retarded, and to aid state and local agencies in planning meaningful inservice programs. Administration is explained to require cooperation of state groups such as the state department of education and the local agency, and coordination by a central office. Described are the following dimensions of the model: the rationale dimension, which deals with the 'product' (student skills to be developed); the job analysis dimension, which comprises prescribed and discretionary activities; the middle management dimension, which is crucial to staff development and motivation; and the growth opportunity dimension, for upward mobility through compensatory planning and training components. Discussed are recommendations for a career ladder model for the state of Colorado. Details of the model are given in the appendix. Listed are responsibilities, duties, prerequisites, and minimum competencies for aide (level I), training assistant (level II), teacher or specialist (level III), and specialist-supervisor/teacher-supervisor (level IV). Specified at each level are performance objectives for the phases of student assessment, program design, program im-

plementation, and program testing. An example of an objective at level III (teacher-specialist) for attaining knowledge of developmental disabilities with emphasis on mental retardation (student assessment phase) is given to be: "teacher can write facts about epidemiological variables." (MC)

ABSTRACT 2591

EC 06 2591 ED N.A.

Bullock, Lyndal M. and others
Competencies Needed for Teaching Emotionally Disturbed and Socially Maladjusted Children and Youth: Implications for Staff Development. Research Bulletin. Florida Education Research and Development Council, Gainesville

Descriptors: exceptional child education; emotionally disturbed; competency based teacher education; educational accountability; exceptional child research; teacher education; teacher qualifications

Investigated with 77 teachers or supervisors of emotionally disturbed children were the frequency of use of each of 123 competency statements and what training experiences contributed most significantly to each competency. The competencies developed by classroom teachers, a teacher trainer, and teachers-in-training to meet demands for teachers and cover areas such as assessment and diagnosis at six levels of training from the undergraduate to the post-master's level. The teachers and supervisors rated each competency by frequency of use and how the competency had been gained. Results indicated that 52% of the competencies were used either daily or weekly and that 59% of the competencies were acquired as a result of course work or field experiences. Detailed results are provided in tables following the report. (DB)

ABSTRACT 2823

EC 06 2823 ED N.A.

Altman, Reuben
Prototype Training for the Preparation of Curriculum Consultants for Exceptional Children. Interim Report. Dissemination Phase.

Missouri Univ., Columbia. Special Education Curriculum Training Center. NOTE Unit of Dept. of Special Education Office of Education (DHEW), Washington, D.C.; Bureau of Education for the Handicapped: Division of Personnel Preparation

Grant No. OEG-O-7-4808-(602)

EDRS MF NC

Descr. Note: For previous interim reports see EC 06 1491 and EC 06 1492

Descriptors: exceptional child education; performance based teacher education; curriculum; course objectives; information objectives; guidelines; professional education; instructional materials; demonstration projects

The third interim report of a project to develop a prototype competency based training program for the preparation of special education consultants is intended to serve as a dissemination model detail-

ing module topics, competency statements, and competency components of the 13 modules or training packages. Summarized is the history of the project prior to the dissemination phase, and noted is the inclusion in each training package of specifications manuals, trainee's manuals, instructor's manuals, and resource manuals. Also provided are information about the rationale, design development, and implementation of the dissemination model, and instructions for ordering specific training packages. Outlined are competency statements and components for the following modules: evaluating/curriculum, evaluating/instruction, evaluating/materials and media, advising/communication processes, evaluating/support systems, developing/curriculum, developing/instruction, developing/materials and media, developing/communication processes, developing/support systems, training/instruction, training/materials and media, and advising/curriculum. (DB)

ABSTRACT 2859

EC 06 2859 FD N.A.
Publ. Date 74 144p.
Bullock, Lyndal M., and Others
A Modular Learning Approach to Accompany Educational Aspects of Behavioral Problems in Children and Youth.
MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$3.75).

Descriptors: exceptional child education; emotionally disturbed; behavior problems; delinquents; teacher education; inservice education; instructional materials; course objectives; behavior patterns; child development; social services; theories; intervention; classification; incidence; academic achievement; social adjustment; identification; placement; student placement; educational programs; models; class management

A modular approach to learning about behavioral problems in children and youth is presented which is intended to be used for inservice training or in university or college courses. The module prospectus offers suggestions for utilizing the module, competency goal statements, a flow chart, and progress records for the learner. Thirteen units are provided which incorporate an introductory explanation, an instructional unit specifying the instructional goal and materials to be consulted, and assessment procedures. The units address the following issues: developmental stages of children; ways of viewing behavioral problems and their implications for intervention strategies; the development of services for behaviorally disordered (BD) children; defining behavioral disorders; classifying behavioral problems; incidence estimates in the school-aged population; social and academic characteristics of BD children; screening and identification of the BD; juvenile offenders; referral and placement; prototype programs and educational strategies designed for the BD; considerations for managing behavior; and application of the behavior modification observation system. Additional books, journals and films are identified for enrichment activities after each unit. (For related documents see EC 062857 and EC 062858.) (GW)

richment activities after each unit. (For related documents see EC 062857 and EC 062858.) (GW)

ABSTRACT 17

EC 07 0017 ED N.A.
Publ. Date Sep 74 7p.
Castillo, Max S.; Cruz, Josue
Special Competencies for Teachers of Preschool Chicano Children: Rationale, Content, and Assessment Process.
Young Children; V29 N6 P341-7 Sep 74

Descriptors: exceptional child education; disadvantaged youth; minority groups; Mexican Americans; preschool education; performance based teacher education; teacher education; teacher certification; cultural differences; teacher evaluation; teacher qualifications;

The author explains why and how the competency-based approach to teacher training and credentialing must be specifically tailored for teachers of preschool Mexican American or Chicano children and suggests a means of evaluating proposed teacher competencies. Research is cited to support such conclusions as the following: that a teacher's values affect a child's self perception and achievement, and that Chicano children (unlike Anglo children) perform better in situations requiring cooperation than in those requiring competition. A set of 22 specific teacher competencies is suggested for enhancing verbal and interactional behavior (such as accepting the child's use of colloquial language), self-concepts (such as arranging for field trips relevant to the child's culture), and parental involvement (such as asking parents for volunteer assistance in the classroom). Described is a two-part assessment process that involves both self-evaluation of the teacher and evaluation by a qualified observer using five criteria (classroom interactions; curricular activity; class environment; teacher's reinforcement behaviors; and observation time). (LS)

ABSTRACT 368

EC 07 0368 ED 097 794
Publ. Date 74 8p.
Gorelick, Molly C.
Developmental Teacher Competency Checklist. Careers in Integrated Early Childhood Programs.
California State University, Northridge, Preschool Laboratory, Home Economics Department.
EDRS mf.hc

Descriptors: early childhood education; performance based teacher education; regular class placement; teacher education; inservice teacher education; teacher evaluation; check lists; class management; student evaluation; program planning; student teacher relationship; behavior rating scales;

The developmental teacher competency checklist is designed to facilitate planning of individualized pre- and inservice teacher training programs for teachers of integrated classes of normal and handicapped students. The checklist, which is suitable for self evaluation and for supervision, applies a five level rating scale to the following competency areas:

classroom management, assessment, program design and planning, teacher-child relationships and management, staff and co-worker relations, professional work habits, parent relationships, and community relationships and resources. Examples of specific competencies evaluated are: checking safety of equipment and materials and notifying director of problems (classroom management); analyzing and revising learning opportunities based on child's responses and needs (program design and planning); and providing for and managing diversity in the psycho-motor domain in normal, blind, deaf, orthopedically disabled, and other handicapped children (teacher-child relationships and management). (LC)

ABSTRACT 440

EC 07 0440 ED N.A.
Publ. Date 73 4p.
Klein, Jenny W.
Toward Competency in Child Care.
Reprint, Educational Leadership, October 1973.

Descriptors: exceptional child education; handicapped children; early childhood education; performance based teacher education; child care occupations; certification; inservice education; Child Development Associate;

The Child Development Associate (CDA) project is based on training child care specialists who can provide quality supervision and learning for preschool children. Underlying the program are goals such as the development of innovative competency-based training programs which emphasize field training. Broad CDA competencies include skill in promoting physical and intellectual development and in building a positive self-concept. CDA training centers on the integration of academic preparation in early childhood education with on-the-job experience in child care centers serving different ethnic, racial, and socioeconomic populations. The CDA Consortium, composed of national organizations concerned with early education and child care, is developing a unified system for assessment and certification of CDA's. For additional information see EC 070439. (LH)

ABSTRACT 497

EC 07 0497 ED N.A.
Publ. Date Nov 74 3p.
Bullock, Lyndal M. and Others
Competency Based Teacher Preparation in Behavioral Disorders.
Exceptional Children; V41 N3 P192-4 Nov 1974

Descriptors: exceptional child education; emotionally disturbed; behavior problems; socially maladjusted; performance based teacher education; educational objectives; course objectives; universities; inservice teacher education;

A 1971-72 study was designed to build a teacher preparation program based on specified competencies relevant to the education of behaviorally disordered children. A conceptual model was developed to reflect training aspects such as levels of training provided, facilities available for field experiences, consumer

needs, and philosophical base. One hundred twenty-three specific competency goal statements were delineated and arranged under the following nine generic headings: field experiences, programing, background overview, assessment diagnosis, administration, utilization of personnel and resources, management, evaluation and research, and theory and knowledge. To implement the competency based program, goal statements were assigned to required courses for University of Florida teachers of the emotionally disturbed and socially maladjusted; and responses were elicited from 77 teachers and teacher supervisors of behaviorally disordered children concerning previous training experiences relevant to the nine generic competency areas. A chart summarized their responses. (LH)

ABSTRACT 590

EC 07 0590 ED 100 095
Publ. Date (73) 75p.

Morrey, James G.

Dissemination of Mental Retardation Services and Treatment Through Recruitment and Training of Rural Area Teachers, 1972-1973: Director's Report.

Southeast Idaho Child Development Center, Idaho State Univ., Pocatello.
OEG-0-72-4290 (603)

EDRS mf, hc

Descriptors: mentally handicapped; inservice teacher education; rural education; resource teachers; performance based teacher education; exceptional child education; early childhood education; elementary education; teachers;

Presented is the final report of a 5-week training program in principles and methods of teaching the mentally retarded for six regular teachers residing in rural areas of Idaho. It is explained that the program included 4 hours of practicum experience daily and 2 hours of academic training on topics such as task analysis and prescriptive teaching. Listed are technical competencies required of trainees such as sequencing a program aimed at behavioral treatment. A major program objective is reported to be provision of services to preschool and school age handicapped children in remote areas by the trained teachers. Appended are data on Idaho geographic regions and special education programs, a course syllabus and a listing of the handouts, a trainee evaluation summary, and an example of a criterion referenced daily exam. (DB)

ABSTRACT 804

EC 07 0804 ED N.A.
Publ. Date Feb 74 9p.
Schifani, John W.; Anderson, Robert M.

Convergence of the Categories: A Trial Approach.

Journal of Special Educators of the Mentally Retarded; V11 N1 P32-40 Feb 74

Descriptors: exceptional child education; handicapped children; teacher education; team teaching; undergraduate study; performance based teacher education; course objectives; teaching methods;

An undergraduate special education materials and methods course based on contracted competencies and team teaching was evaluated by 49 students at its completion. The course included such content areas as reading, arithmetic, social studies and behavioral management, and provided experience with handicapped children. Student evaluations revealed weaknesses (such as too rapid presentation of lecture materials) as well as strengths of the program (including increased knowledge and exposure to handicapped children). (CL)

ABSTRACT 962

EC 07 0992 ED 101 494
Publ. Date 442p.

Project Child: Final Report.

Texas Education Agency, Austin, Project Child.

EDRS mf, hc

For Related Information See EC 070 975 Through EC 070 991.

Descriptors: language handicapped; screening tests; intervention; program effectiveness; performance based teacher education; exceptional child education; exceptional child research; learning disabilities; elementary school education; identification; remedial instruction; inservice teacher education; program development;

Presented is the final report of Project CHILD, a research effort to develop and validate screening procedures for the identification of language disabled (LD) children, three intervention models for LD children, and a competency based teacher education model. In the two phases of the first study, a battery of screening tests was evaluated with a total of approximately 8,400 elementary grade children. Results led to the recommendation of the LD Screen-Pupil Behavior and LD Screen-Syllabication instruments as efficient screening tests. In the second study, on intervention models, the effectiveness with 210 LD children in 18 classrooms of the following three models was compared: Alphabetic, Phonetic Structured Linguistic (APSL); Programed Instruction; and Individually Prescribed Program. Results indicated that the APSL approach was slightly more effective with low achieving students and that students in all three programs had positive attitudes. In the final study, a performance based staff development program was evaluated with 14 resource teachers and three regular teachers. Results showed that LD children taught by the teachers in the experimental staff development program demonstrated higher academic achievement and more positive attitudes than students of teachers in the control group. (DB)

ABSTRACT 1083

EC 07 1083 ED 101 495
Publ. Date 76p.

Connor, Frances P. Ed.; And Others

Professional Preparation of Educators of Crippled Children: Competency-Based Programming. Report of a Special Study Institute, December, 1971.

Columbia Univ., New York, N.Y. Teachers College.

Arizona Univ., Tucson Dept. of Special Education.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

OEG-0-71-1564 (603)

For Information on Related Institutes See EC 041 328 and EC 071 084

EDRS mf, hc

Descriptors: physically handicapped; performance based teacher education; behavioral objections; conference reports; exceptional child education; teacher education;

Reported are proceedings and results from a special study institute (1971) which examined competency-based programming to train teachers of the crippled and otherwise health impaired (COHI). Findings and recommendations of a previous conference (West Point, 1970) are noted. Common themes of conference papers are given such as: the need for change in the procedures used to prepare teachers in COHI programs and the need for procedures based on well defined behavioral objectives. The four-step process used by the conferees in developing behavioral objectives is described, applied to two competencies and evaluated. Detailed are 27 objectives and performance criteria developed by conference work groups for training teachers in the areas of assessment, instructional approaches, and coordination of services. A 3-year plan for improving teacher education through the identification of teacher competencies with behavioral objectives is outlined from phase 1 (describing competencies) to phase 5 (implementation in regular classrooms). Listed are nine final conference recommendations such as the need for review of competencies by state and regional panels. Four general session presentations (covering topics such as implementation and evaluation of competency-based models), a list of institute personnel, and a brief explanation of the working format of the institute are appended. (LS)

ABSTRACT 1301

EC 07 1301 ED N.A.
Publ. Date Feb 75 12p.

Hehir, Richard G.

Competence Based Teacher Education for Teachers of the Deaf: The Issues from the State Level.

Volta Review; V77 N2 P105-16 Feb 1975

Descriptors: exceptional child education; aurally handicapped; teacher education; performance based teacher education; state standards; program planning; educational trends; New York;

In a presentation at the 1974 New York State Conference on Competence Based Teacher Education (CBTE) for Teachers of the Deaf, the author discussed issues from the state level related to the new CBTE requirements for elementary and special education teacher preparation programs in New York. Procedures for certification of teachers prior to 1975, and changes in standards by New York and by the Council on Education of the Deaf were noted. Also pointed out were

educational trends and recent legislation affecting special education (such as right to education decisions), factors related to selection of teachers-in-training, and considerations for colleges and universities (including institutional specialization). Stressed was the need for a consortium (involving university representatives, school administrators, and representatives of the professional staff of school districts) to identify the competencies needed by teachers. The need for differentiated training of teachers at various levels and in alternative educational settings was emphasized. (For the conference report see EC 071 639).

ABSTRACT 1639

EC 07 1639 ED 104 047
Publ. Date 74 127p.
Mulholland, Ann M., Ed.; Cronin, Frances I., Ed.

Competency Based Teacher Education for the Hearing Impaired: Report of the New York State Conference. (St. Ignatius Retreat Center, Manhasset, New York, May 28-31, 1974). New York State Education Dept. Albany.

Saint Joseph's School for the Deaf, Bronx.
EDRS mf;hc

Descriptors: aurally handicapped; performance based teacher education; conference reports; state standards; teacher education; exceptional child education; teacher certification; student teaching; universities; administration; supervisors; New York;

Reported are proceedings from the New York State Conference on Competency Based Teacher Education (CBTE) for the Hearing Impaired (1974). Chapter I includes background information from documents mandating competency based teacher education and certification, and the basic assumptions and objectives of the conference. Presented in Chapter II are six papers in which representatives of the state, university, and school administrator points of view discuss conference issues, and answers to questions on such issues as the source of funding and time schedule for achieving CBTE. Chapter III outlines the results of workshop sessions in which participants determined the critical issues arising from CBTE and delineated competencies by role (administrators, supervisors, cooperating teachers, university coordinators, and student teachers); recommended practicum guidelines by level of specialization (early childhood, elementary, secondary, and multihandicapped); and explored the implications of CBTE for the Practicum center, the university/college, the consortium, and the student teacher. In Chapter IV the conference is summarized, unresolved issues are enumerated and steps toward consortium formation are listed. (LS)

ABSTRACT 1746

EC 07 1746 ED N. A.
Publ. Date 73 326p.
Johnson, Richard A., Ed. and Others
Special Education Leadership Series: Volume I: Decategorization and Per-

formance-Based Systems; Volume II: Special Education in Court.

Minnesota University, Minneapolis; Audio Visual Library Service, 3300 University Avenue Southeast, Minneapolis, Minnesota 55455 (\$4.50)

Descriptors: exceptional child education; handicapped children; severely handicapped; conference reports; special education; courts; legislation; equal education; civil liberties; due process; educational accountability; administration; performance criteria; conceptual schemes; regular class placement; delivery systems; performance based teacher education; Labeling;

Presented are two volumes of author contributed chapters on decategorization and performance based systems and on special education in court. Volume One contains the following chapters: 'The Rationale for Performance-Based Special Education Leadership Systems' (B. Balow); 'Critical Issues in Special Education Leadership' (M. Reynolds); 'Mainstreaming: A Challenge' (J. Melcher); 'Change Systems in Large City Education' (L. Cunningham); 'Change Strategies for Special Educators' (R. Johnson); 'A Proposal for Future Leadership Training' (R. Weatherman); 'A Plan for an Ad Hocacy' (J. Gross); 'Current Decategorized Organizational Systems: Local Public School' (J. Johnson); 'Current Decategorized Organizational Systems: State Education Agency' (D. Partridge); 'Current Decategorized Organizational Systems: University' (J. Chaffin); and 'Reactions to Presentations 1971 Leadership Conference' (M. Martinson). Volume Two is comprised of the following chapters: 'Leadership for the Handicapped' (R. Herman); 'A look at History and Present Trends in the Protection of Children's Right to Education' (G. Dybwad); 'The Right of Access to Free Public Schooling for all Children' (T. Gilhool); 'The California Experience' (M. Glick); 'The Boston Experience' (A. Casey); 'The Alabama Experience' (T. Russell); 'Court Action and Legislation' (F. Weintraub); 'Implications of Recent Court Actions for Leadership Training' (M. Reynolds); 'Resolved: The Public Schools Must Serve All of the Handicapped' (B. Tilley) 'Con' (M. Dean); 'Restructuring Special Education Leadership Resources: The Minneapolis Model' (R. Johnson); 'The Madison Plan for Organizing and Delivering Specialized Educational Services' (B. Tilley); and 'Reactions to Presentations' (B. Balow). Included in four appendixes are summaries of small group discussions for the 1971 and 1972 conferences. (CL)

ABSTRACT 1912

EC 07 1912 ED N. A.
Publ. Date Mar 75 2p.
Wixson, Stanton E.
Students' Reactions to Competency Based Special Education Courses.
Exceptional Children; V41 N6 P437-8 Mar 1975

Descriptors: exceptional child education; handicapped children; graduate study; special education teachers; performance based teacher education; teacher atti-

tudes; student attitudes; program evaluation; surveys;

Reported is a survey of 3 practicing teachers enrolled in a graduate level competency based special education teacher preparation course. Results indicated a high level of acceptance of competency based teacher education by the students. (DB)

ABSTRACT 2078

EC 07 2078 ED N. A.
Publ. Date 75 5p.
Brooks, Benjamin L.
Applied Teacher Training: A Consumer Based Approach.
Education and Training of the Mentally Retarded; V10 N1 P46-50 Feb 1975

Descriptors: exceptional child education; special education teachers; teacher education; program descriptions; performance based teacher education; The Applied Training Approach;

Described is The Applied Training Approach, a program developed at Appalachian State University to insure relevancy of the special education program through competency testing and a field-based approach. General program goals are identified, as are program stages such as introductory courses and on site training in an institution, a rural county school district, and an urban or inner-city school or institution. (GW)

ABSTRACT 2120

EC 07 2120 ED N. A.
Publ. Date 74 6p.
Herr, David E.

Competencies of Teachers of the Emotionally Disturbed: A Literature Review.

Newsletter Council for Children With Behavioral Disorders; V12 N1 P5-10 Feb 74

Descriptors: exceptional child education; emotionally disturbed; universities; literature reviews; performance based teacher education; educational trends; evaluation; teacher qualifications; teacher role;

Presented is a review of literature pertaining to competencies needed by teachers of the emotionally disturbed. The literature is seen to reveal inconsistency and ambiguity regarding teachers' roles and duties. Noted among competencies commonly perceived as necessary were extensive theoretical and practical knowledge in fields such as psychology and special education, the ability to diagnose students' academic and behavioral strengths and weaknesses, and knowledge of counseling and behavioral control techniques. The author recommends subsequent investigations aimed at determining the validity of competencies as goals for teacher training. (LH)

ABSTRACT 2287

EC 07 2287 ED 105 684
Publ. Date 75 38p.
Competency-Based Program for Certification: Gifted and Talented.
North Carolina State Dept. of Public Instruction, Raleigh.
EDRS

descriptors: teacher evaluation; state standards; educational accountability; exceptional child education; teacher qualifications; effective teaching; educational programs; instructional materials; records (forms); certification; North Carolina.

Discussed is a competency-based program (CBP) for certifying teachers of gifted and talented students in North Carolina by 1977. It is explained that the CBP offers an alternative to required graduate study and involves a visiting team's evaluation of the teacher's knowledge of the gifted and ability to develop and implement a comprehensive instructional plan. Described are criteria for evaluating teacher knowledge (including teaching methods and selection of instructional materials), ability to develop instructional plans (including performance objectives and evaluation procedures), and performance (including student involvement and use of materials). A major portion of the document consists of exceptional children; a checklist of desirable teacher characteristics, classroom environmental factors, and student attitudes; examples of instructional strategies such as problem solving and brainstorming; a sample instructional plan for a creative writing course; a bibliography of approximately 25 books; and sample evaluation report forms for use by the visitation committee and by students. (LH)

ABSTRACT 2644

EC 07 2644 ED 107 043
Publ. Date 73 78p.
Black, E. Eugene; And Others
Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute.
California State Dept. of Education, Sacramento.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf, hc
For Additional Information See EC 060947

Descriptors: handicapped children; performance based teacher education; guidelines; special education teachers; evaluation criteria; exceptional child education; institutes (training programs); effective teaching; final reports;

The final report of a special study institute to develop guidelines for training special education teachers outlines 264 competency statements derived from two post institute evaluations by 90 California college and university instructors and selected students. Reviewed are the background, planning, and activities of the institute as well as recommendations made by participants concerning evaluation of teacher training programs. Appendixes contain a copy of the evaluation questionnaire, instructions for both the first and second evaluations, and a list of participating higher education institutions. (LH)

ABSTRACT 2647

EC 07 2647 ED 107 046
Publ. Date 190p.
Caldwell, Erin Kent; Brooks, Benjamin L.

A Competency Based Special Education Undergraduate Internship at Western Carolina Center for the Mentally Retarded.

Appalachian State Univ., Boone, N. C.
EDRS mf, hc

Descriptors: mentally handicapped; performance based teacher education; program descriptions; undergraduate study; exceptional child education; special education; behavior change; operant conditioning; reinforcement;

Reported is a competency based internship program at Western Carolina Center for the Mentally Retarded for undergraduate students education at Appalachian State University. Explained are the consumer based approach embodied in applied training programs, the goal of providing practical and reality-based applications of knowledge assimilated in the classroom, and the activities schedule during the internship program. The physical characteristics and educational programs of three areas at the Western Carolina Center are described. The following four program phases are documented: orientation procedures; a preparatory course in the theory and practical application of behavioral modification principles, and a multidisciplinary seminar conducted by Western Carolina Center staff members who deliver seminars in their areas of specialization; the correlation of objectives in academic learning packages (on the mentally retarded, contingency management, music and the psychology of disability) and practicum learning packages (on classroom management, modification principles, music and medical aspects of disabilities); and program evaluation. Appendixes include a map of Western Carolina Center, a paper on the role of psychologists at the Center, a list of practicum competencies in classroom management, an evaluation of the application of behavioral principles, a list of practicum competencies on the use of music in the classroom, and a list of practicum competencies related to the medical aspects of disabilities. (GW)

ABSTRACT 2650

EC 07 2650 ED 107 049
Publ. Date 74 166p.
Creamer, John J.; Gilmore, Joseph T.
Design for Competence Based Education in Special Education.
Syracuse Univ., N. Y. School of Education.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

OEG-0-73-6140

Proceedings From A New York State Conference on Competence Based Teacher Education and Special Education.

Syracuse University, Teacher Education, Division of Special Education and Rehabilitation, School of Education, Syracuse, New York.

Descriptors: handicapped children; special education; performance based teacher education; conference reports; exceptional child education; program planning; models; affective behavior; program descriptions; parent role; inter-

personal competence; teacher certification;

Reported are proceedings of a conference on competency based teacher education (CBTE) and the preparation of special educators. Papers on the following topics are included: CBTE and the education of the handicapped (H. Saeftler); models for coalitions in special education teacher training (M. Reynolds); principles and practices for designing special education CB programs (W. Houston); practical considerations in implementing CB special education training programs (A. Blackhurst); delineating, training and evaluating particular competencies in special education (J. Strauch); the affective development of teachers (E. Schultz); the City University of New York's CBTE module project (P. Kay); parent involvement in the education of young handicapped children (S. Cohen); interpersonal perception (L. Ruderman); and professional certification and CBTE in New York state (V. Gazzetta). Included are summaries of a discussion on teacher preparation and certification, role-alike group discussions, and consortial group discussions. Also provided are a statement of the New York State United Teachers' position and guidelines on CBTE, a bibliography of selected and annotated CB references and curriculum materials, and lists of conference planners and participants. (GW)

ABSTRACT 2742

EC 07 2742 ED N. A.
Publ. Date Apr 75 7p.
Courtneage, Lee; And Others
Preparing Competent Teachers: A Noncategorical Competency-Based Teacher Training Model for Special Education.
Focus on Exceptional Children; V7 N2
P6-12 Apr 75

Descriptors: exceptional child education; handicapped children; program descriptions; performance based teacher education; educational methods; educational philosophy; systems approach; labeling (of persons); models; conceptual schemes; special education;

Described is a noncategorical competency based training program for special education teachers. It is explained that the program utilizes a systems approach to a sequenced development preparation and combines elements of instructional methodology, practicum experience and educational management. Students are said to specialize in preacademic, primary, intermediate and secondary level education. (CL)

ABSTRACT 2763

EC 07 2763 ED N. A.
Publ. Date Spr 75 4p.
Kurtz, P. David
University Based Child Development Personnel Training and Certification.
Journal of Clinical Child Psychology; V4 N1 P29-32 Spr 75

Descriptors: exceptional child education; handicapped children; preschool education; universities; performance based

teacher education; child care occupations; models; conceptual schemes; certification; Child Development Associate;

The Child Development Associate (CDA) concept, which stresses a direct performance training approach for working with preschoolers, is discussed in terms of assumptions underlying the development of university CDA programs and a CDA training model. Noted are assumptions basic to CDA training, including emphasis on proficiency in predetermined child development competencies, measurement of the ability to apply competencies in the field, and development of a flexible curriculum geared to the individualized learning pattern of each trainee. Proposed is a CDA training model with three components: general course requirements (including communications skills), theoretical professional courses (including an interdisciplinary cross-cultural approach to child and family development), and major emphasis upon diagnostic-prescriptive field based training. Three levels of CDA field training (mastery of basic knowledge for each competency, application of competencies to simulated problems, and application of competencies in situ) are delineated, and certification requirements are briefly considered. (LH)

ABSTRACT 3064

EC 07 3064 ED 108 767
Publ. Date Spr 75 6p.
Anderson, Robert M.; Thompson, Marion R.

Behavioral Objectives and Practicum Experiences for Prospective Teachers of the Retarded.

Journal for Special Educators of the Mentally Retarded; V11 N3 P152-197

Descriptors: exceptional child education; handicapped children; performance based teacher education; special education; behavioral objectives; student teaching; practicums;

Suggested are ways to convert traditional student teaching and practicum programs to competency based programs in special education. General objectives, such as observation skill, and ability to utilize and construct instructional materials, are broken down into more specific behavioral objectives. A chart provides information on the behavioral subcategories involved in classroom management techniques. (CL)

ABSTRACT 3369

EC 07 3369 ED 108767
Publ. Date 74 72p.
Mann, Marlis E.; and Others

A Performance Based Early Childhood-Special Education Teacher Preparation Program. Final Report.
University of Virginia, School of Education, Charlottesville.

Descriptors: exceptional child education; handicapped children; early childhood education; special education; performance based teacher education; program evaluation; program effectiveness; models; conceptual schemes; Final Reports;

Presented is the final report on the performance based early childhood special

education teacher preparation program at the University of Virginia. The program is explained to promote teachers' abilities to diagnose and facilitate the growth of young children with or without developmental discrepancies. Reviewed are the aspects of the model (performance based, field centered, personalized, and systematically designed) on which the program is based. Summarized are the six phases of the project, from the planning stages, to the development of field centered experiences and instructional modules, to the final critique of the parent education program. Described are program evaluation methods, including comparison of program trainees with control group trainees, and assessment of the 14 teacher preparation modules. The requirements of extra time, effort, and involvement with trainees in such an individualized program are noted. (For related documents, see EC 07 3355 through EC 07 3368.) (CL)

ABSTRACT 3408

EC 07 3408 ED 109873
Publ. Date Dec 74 131p.

Fagen, Stanley; Checkon, Stephen
The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1973-74 Program Year.
Montgomery County Public Schools, Rockville, Md.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf:hc

Descriptors: emotionally disturbed; institutes (training programs); program development; program effectiveness; psychoeducational processes; exceptional child education; secondary education; performance based teacher education; demonstration projects; evaluation; learning difficulties; interpersonal competence; Mark Twain Teacher Internship Program; Montgomery County (Maryland); Education of the Handicapped Act (Title IV);

Described and evaluated is the 1973-74 Mark Twain Internship Program, a demonstration project to train teachers of emotionally disturbed adolescents who experience learning and human relations difficulties. It is noted that the program was sponsored by the Montgomery County, Maryland public school system and was funded under Title IV, Education of the Handicapped Act. Sections 1 and 2 cover aspects such as the program's history, goals and context, providing an overview of program operation and management (including curriculum and staff development). Evaluated in Section 3 is attainment of such program objectives as establishing a teacher education faculty for the Mark Twain Center, formulating intern selection procedures, developing a competency based teacher training curriculum, and implementing learning experiences for trainees in five competency areas: psychoeducational assessment, human relations, curriculum development, behavior management, and systems analysis. Section 4 summarizes the report. Appendixes include reports by an inde-

pendent program auditor and by a curriculum review panel. (For related information, see EC 061847, EC 0734067.) (Lk)

ABSTRACT 3482

EC 07 3482 ED N. A.
Publ. Date Mar 75 6p.
Williams, C. Ray
CDA - '75.

Childhood Education; V51 N5 P267-272

Descriptors: general education; early childhood education; performance based teacher education; child care occupations; models; conceptual schemes; Child Development Associate;

Described are 11 philosophical constructs underlying the Child Development Associate (CDA) Consortium model to assess the competence of persons working in early childhood centers. It is explained that the constructs act as constraints in such ways as calling for observation of more than behavior, using a team approach to assessment, involving a variety of procedures, and providing a basis for further improvement. (CL)

ABSTRACT 3513

EC 07 3513 ED 111139
Publ. Date Jun 73 44p.

Thiagarajan, Sivasailam
The Special Education Teacher as an Instructional Designer. Rationale, Content, and Strategy for an Innovative Individualized Course on Instructional Design in Special Education.
Indiana University, Bloomington. Center for Innovation in Teaching the Handicapped.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf:hc
OEG 9-242178-4149-032
Working Paper 9.14.

Descriptors: handicapped children; teacher education; instructional materials; course objectives; teaching methods; exceptional child education; special education; programmed instruction; individualized instruction;

Provided are the rationale, content, and strategy for an introductory course in instructional design for special education teachers. The teacher's need for varied competencies in instructional design, management, and interaction are discussed. It is recommended that teacher training include development of such design skills as task analysis, learner analysis, specifying objectives, constructing criterion-referenced tests, using formative evaluation to modify materials, and validating instructional materials. The course content is seen to include development of a programmed instructional unit and mastery of other instructional packaging formats such as multimedia packages, materials with psychomotor or affective objectives, and managerial materials. Described are basic strategies for training instructional designers (such as modeling and editorial guidance), resource materials, and application of the Keller method of individualized self study instruction. Two appendixes contain lists of behavioral objectives for

competencies in programed instruction and readings for the instructional design course. (LH)

ABSTRACT 3649

EC 07 3549 ED 111155
Publ. Date May 74 20p.

Turner, Richard L.

Research Bases for Performance Based Teacher Education Options: Supplement to Design for Competence Based Education in Special Education.

Syracuse University, N. Y. Division of Special Education and Rehabilitation. Office of Education (DHEW), Washington, D. C.

New York State Education Dept., Albany. Division for Handicapped Children.

EDRS mf:hc
OEG-0-73-6140

Descriptors: handicapped children; performance based teacher education; curriculum design; research reviews (publications); research needs; exceptional child education; special education; conference reports; program planning; teacher certification; effective teaching;

Intended to supplement previously reported conference proceedings on the preparation of special educators, the paper presents an overview of the structure of performance-based teacher education (PBTE) and certification, reviews research on selecting relevant program options, and identifies future research needs. Briefly covered are the following structural phases: selection, training, certification, and process and product criteria for evaluating work success. The author points to limited research bases for selecting one PBTE program option over another and recommends using the 'General Catalog of Teaching Skills' as one approach for identifying skills and knowledge that should be incorporated into teacher education programs. (For related information, see EC 07 2650.) (LH)

ABSTRACT 3808

EC 07 3808 ED 112585
Publ. Date Jun 73 77p.

Long, Nicholas J.; And Others

Teacher Training in the Area of Emotionally Disturbed Children; Innovation Grant: Final 3- Year Program Evaluation and Research Report.

American University, Washington, D. C. Department of Education.

EDRS mf:hc

Descriptors: emotionally disturbed; higher education; teacher education; program descriptions; program evaluation; exceptional child education; statistical data; child development; special education; interpersonal competence; performance based teacher education; Final Reports;

Evaluated was a 3-year graduate program to train teachers of emotionally disturbed (ED) children. The program's major goals were the acquisition of basic knowledge in special education and child development, the attainment of skills for professional teaching competence, and

the development of deepened sensitivity to oneself and others. The training sequence involved an intensive learning experience (seminars and internships) and practicum experience in different activities (such as classroom teaching) at a therapeutic school for ED pupils. Before and after each academic year, three groups of eight students each were administered test batteries (measuring competencies, attitudes toward education, and interpersonal characteristics) along with two self evaluation instruments. Results comparing pre- and post-program attitudes showed that trainees reported they felt less disturbed by overtly aggressive behavior of children, increased their skill in decoding affective statements, tended to see others as less lovable and less competent, and checked a greater number of favorable adjectives when rating themselves. Followup interviews indicated that graduates felt the program provided the most effective training for those areas (personal sensitivity and behavior management) which they also considered most relevant. Tables and figures are provided. (SB)

ABSTRACT 3865

EC 07 3865 ED N. A.
Publ. Date Oct 75 9p.

Ingram, Clegg F.; Blackhurst, A. Edward

Teaching and Advising Competencies of Special Education Professors.

Exceptional Children; V42 N2 P85-93
Oct 1975

Descriptors: handicapped children; special education; teacher education; teacher educators; exceptional child education; higher education; performance based teacher education; critical incident technique;

The critical incident technique was used to identify desirable teaching and advising competencies for special education professors. A total of 274 professors, graduate students, or undergraduate students were asked to identify critical professorial behaviors they felt were necessary to teach and advise college students (listener identification of stuttering); inferences and conclusions (the role of speech pressures and stuttering as tension and fragmentation); and treatment (psychotherapy and drug therapy). Included are a reference list of over 1000 articles and publications, and subject and author indexes. (LS)

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